The Andover Summer Session 1971

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June 30 to August 11

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Andover

Phillips Academy, often called Andover, is a college preparatory boarding school for boys. Now in its 193rd year, the Academy has an enrollment of nearly nine hundred students and a strong faculty of over one hundred. Its students come from all parts of the country and from abroad. Large scholarship funds enable the Academy to admit to the Winter Session the best qualified candidates, regardless of their ability to pay. Phillips Academy has a long tradition of national service and devotion to democratic ideals. It seeks to develop in its students sound scholarship, manly character, and self-reliance. Most students do Advanced Placement work in one or more courses.

The buildings, grounds, and facilities of the Academy are unusually fine for a secondary school and indeed unrivalled by most colleges. Particularly outstanding are the 80,000 volume library, the Addison Gallery of American Art, the Arts Center, the Archaeology Museum, the 450-acre landscaped campus, the Wildlife Sanctuary, the complete indoor and outdoor athletic facilities, and superb art, music, drama, science, language, and academic buildings.

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor in Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere designed the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.

The Andover Summer Session

The coeducational Summer Session makes use of all the facilities of Phillips Academy. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. Courses in all subjects and at all levels demand hard work, harder work than most students have ever before experienced. Many courses offer subjects or approaches rarely found in the conventional secondary school curriculum; all courses proceed rapidly and probe deeply, because the students are able and highly motivated. The advanced courses are conducted at the Advanced Placement level or higher. A number of courses include opportunities to pursue personal interests. Independent study courses in certain fields are available for mature students. Yet, in spite of the demands made upon the student, the Summer Session offers no credit for any course, and little or no emphasis is placed on grades. The student therefore has the unusual, perhaps unique, opportunity to work for the sake of learning, free from the pressures of grades, credits, and rank in class.

The faculty and staff is a highly able and diverse group of men and women that numbered 145 in 1970. Many of the teachers come from the Phillips Academy faculty, the rest from other schools, public and private, and from colleges.

One of the most pleasant and profitable experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic level. In 1970, the 280 boys and 280 girls came from 47 states and 11 foreign countries; 124 of them were on scholarship. The Summer Session thinks of itself as a national summer high school, open to all who can profit from it. No student should hesitate to apply merely because of inability to pay, but early application is particularly important for students requiring scholarship aid.

The Summer Session accepts for admission boys and girls who have done well academically and who have completed the 9th, 10th, 11th or 12th grades (detailed admissions information, pages 8-9). Many Summer Session courses are of special value to the student who will attend college in the fall.

The student chooses a major course that will enable him to explore in depth a field in which he has already demonstrated competence or to begin work in a new field. The courses are designed for the able, and they are intensive and fast moving. Many allow or require independent work. Average class size in 1970 was 11.

The student who seeks to strengthen an area of weakness should seek some other program able to serve that need.

The student seeking academic credit for summer study should realize that the Summer Session offers no credit and few of its courses cover the material in standard curricula. Occasionally, a student arranges for his own school or college to give him credit for Summer Session work. At the student's request, the Summer Session will gladly forward a copy of his teachers' final comments, which form his official Summer Session record. The Summer Session reserves the right to withdraw any course that fails to attract a sufficiently large enrollment.

Course Load

The normal Summer Session program is 18 hours of class meetings a week. No student may take less than 18 hours or more than 24. Typically the 18 hours is made up of a major course meeting 12 hours a week and a required Writing Program course meeting 6 hours a week. Certain major courses, indicated by an asterisk in the Description of Courses (pp. 16-47), require so much writing that the students enrolled in them do not take a separate Writing Program course.

Since, in general, one hour of preparation is assumed for each hour of class meeting, most students, even able ones, find their hands full with the 18 hour program. The student who is eager to undertake additional work may do so in several ways: if the load proves too demanding, he may ask or be required to drop all work beyond the normal 18 hour program.

A student may add to a normal 18 hour program in one of four ways. He may elect a minor course which requires an hour or two each day throughout the Session. He may apply for an independent study program or for individual language study: both are individually scheduled and considered equivalent to a minor course. He may take one of the seminars that meets for one hour a day for two weeks. A student may also apply for one of the 24 hour courses (Play Production or the Art of the Film) but he should expect little free time.

Major Courses

The student should select his major course with great care, noting any prerequisites. Mr. Foster, the Director of Admissions, is happy to advise applicants. The applicant should list, in order of preference, the alternate major courses (if any) that he is prepared to take if the first-choice course is already full or has been withdrawn.

The Writing Program

A six-hour course in the Writing Program is required, because the Summer Session believes clear communication to be the essential to all disciplines. A student below standard in writing should have intensive training in it to do himself justice in other subjects; the student already competent in writing should have the opportunity to perfect his skill.

The teaching of writing in the Summer Session rests on the belief that the student learns best from constant practice and from careful criticism of his work. Teachers meet their students in individual conferences, in small groups, or as a class, according to the needs of the students and the current work of the course.

Upon admission to the Summer Session the Student is sent a list of the course offerings in the Writing Program. Such courses as writing about film, language, social and political issues, literature, and the arts are likely to be included. Courses undersubscribed are not offered, but every effort is made to place the student in the course he needs or desires.

Minor Courses

To the student who can meet the demands of a 24 hour program, the optional minor courses offer a splendid opportunity to explore new fields or to continue an interest already developed. It should be remembered that optional minor courses usually assume, as do the major courses, an hour of preparation for each class meeting. The student may be required to drop the optional minor course if he is unable to keep fully abreast of the work in all courses.

Independent Study

A student who wishes to do independent work in art, music, history, the classics, mathematics, English, science, foreign literature, or the writing of poems or short stories may apply by submitting a written statement defining a topic of proposed study and his background and qualifications in the field. If approved by the Director of Admissions, the student is assigned a supervisor. The program of independent study is considered the equivalent of a minor course (6 hours).

Seminars

In addition to the major and minor courses, teachers offer small seminars. They are informal and voluntary groups which meet for a two week period in order to investigate and discuss topics of mutual interest. In order to focus on those issues and topics of keenest interest to the student and faculty participants, topics are announced and students sign up after the Summer Session begins. They emphasize discussion but may also require reading and individual reports.

Seminars in the past have focused on topics in literature, current affairs, and philosophy (for example, *The Japanese Novel, African Culture, Women's Liberation Movement,* or provided an introduction to specialized fields.

Admission

The admission application forms may be obtained from the office of the Summer Session. An application consists of an autobiographical statement, the school report, confidential recommendations from three teachers, and a $5.00 application fee. A candidate desiring a personal interview should make an appointment in advance with the Director of Admissions, Mr. Foster.

The Summer Session seeks to admit those students, whatever their ability to pay, who can best profit from and contribute to its program. Often, the candidate is the best judge of his fitness for the Summer Session. If he is attracted by the opportunity to spend six weeks in challenging, disciplined study, if he is willing to work hard, place his studies first, and accept the restrictions of living in a residential school, he should apply. If not, he is likely to have an unhappy experience. Parents are urged not to allow their child to apply if he is seriously reluctant to commit himself, during his vacation, to demanding studies and the rules of boarding school life.

The Admissions Committee ordinarily considers students who have completed the 9th, 10th, 11th, or 12th grades, although an applicant who has finished only the 8th grade may be admitted if he is academically qualified and socially mature.

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have at least an A-B high school record, but it may make an exception for a candidate who shows unusual and promising interest in a particular course. The most important qualification is the serious desire to spend the summer in challenging, disciplined study.

The Committee further considers the applicant's capacity to contribute personally and intellectually to the life of the Summer Session. Since it is not possible to admit all students who qualify, and because the diversity of the student body adds greatly to the Summer Session, the Committee gives preference to those qualified students whose interests,

achievements, geographical location, experience or background most enrich that diversity. The Committee also values unusual competence in any field. Preference is also given to the older student since he may not be able to apply later. Since the capacity of the Summer Session is limited, early application is highly desirable to avoid disappointment.

Many partial and full scholarships are awarded according to need to well-qualified applicants. Scholarship need is determined on each scholarship application by computation based on parents income and not solely on academic performance. Please do not apply for aid unless it is absolutely necessary for your attendance. No student should hesitate to apply merely because of inability to pay. Scholarship candidates should **apply as early as possible and before March 15.**

Scholarships and Travel Grants

To avoid delay, those who require aid should request scholarship application materials when they first write to the Summer Session. The Summer Session supplies information that helps a family estimate its eligibility for aid, and it requires the family to complete a confidential statement of its financial situation. The student and his family are responsible for travel expenses up to $25. Travel grants assist scholarship students with additional costs of bus or youth stand-by air travel.

Expenses

The $800 charge for boarding students includes tuition, board, and room. The day student charge of $550 covers tuition, all meals, and a dormitory desk. Within two weeks of acceptance, the student pays a non-refundable $50 deposit, credited towards the tuition charge. The balance is due at opening day unless other arrangements have been made in advance with the Director of Admissions.
All checks should be made payable to the Trustees of Phillips Academy. No rebate for the half session in which he leaves will be made to a student who, for any reason, is dismissed or withdraws.

All students are expected to live simply. Expenditures for books, trips, personal laundry, medical insurance and examination, and incidentals run from $50 to $125. Some books can be rented from the Loan Library. Students are encouraged to set up drawing accounts in the Treasurer's Office.

Individual Responsibility and Discipline

The Summer Session assumes that each student has come for a serious purpose and that he will thus meet all school appointments and observe study hours. Each student is expected to conduct himself honorably and with decorum in all his affairs, and to take responsibility for his own actions whether or not they are covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not smoke, gamble, possess or use alcohol or drugs, or drive or ride in a private car without permission.

Any student who shows himself unwilling to conform to the rules or the spirit of the Summer Session, who neglects his work, or who is believed to jeopardize the welfare of others will be dismissed.

Study Hours

The morning hours (except for the school meeting period) and the evening hours from 8:00 until bedtime are study hours. During these hours the student should be in class or engaged in quiet study, reading, writing, or thinking. After 8:00 p.m., he is to be in his dormitory, the library, studio, or language laboratory, which are supervised to ensure quiet.

The Calendar

Wednesday, June 30	Registration, 9:30-3:00 Lunch, 12:30-1:00 Meeting for students and parents, 4:00 Tea for students, parents and faculty 4:30-5:30
Thursday, July 1	Classes begin
Wednesday, August 11	Departure. Students leave on Wednesday after 12:00 noon. The school sends buses to the Boston airport, bus terminal and railroad station.

The Daily Schedule

7:15-8:15	Breakfast
8:00/8:30-10:30	Major courses
10:30-11:15	School Meeting and informal discussion
11:15-12:00	Writing Program Period I
12:05-12:50	Writing Program Period II
12:20-1:15	Lunch
1:30-2:30	Minor course period
2:45-4:30	Afternoon activities: athletics, drama workshop, music, choir
4:30-5:30	Seminar period or recreational athletics
6:00	Dinner
8:00	Quiet hours begin

School Meetings Every morning the School Meeting period provides an opportunity for the school to meet together, sometimes to gather formally for a speaker, concert, or school business, sometimes to talk informally over coffee, milk, and cookies.

Activities Opportunities in addition to the academic program include speakers from various fields, film classics, and innumerable activities that vary from year to year according to the initiative and interests of the students. In the past, students have published a newspaper and a literary magazine, presented concerts and plays, organized seminars, raised money for scholarships, volunteered in hospitals or in an education program for migrant workers, and hosted students from an Upward Bound program. All of these activities are offered at no charge to members of the Summer Session. In addition, the school arranges day trips to theaters, museums, colleges, beaches, and ball games, at the student's expense.

Dormitory Life For many students, living closely with other young people of widely different backgrounds is one of the most rewarding experiences of the Andover summer. A faculty member, known as the housemaster or housemistress, takes direct responsibility for the fifteen to twenty students in his or her unit. He knows the background and the standing of each of his students, acts as his counselor, and writes a report of the student's progress at the end of the summer. Parents should feel free to write the student's housemaster or housemistress and to report any facts that may affect the student's work or behavior. Dormitory rooms are equipped with furniture and bed linen. Students furnish their own towels, blanket, desk lamp, and fan.

Afternoon Activities

Four afternoons a week each student is required to take part in one of the afternoon activities: athletics, music or vocal groups, art workshop. or dramatic workshop. Initial assignment is made upon application and continues for the first three weeks. There is an opportunity to change activities for the last three weeks.

Athletics The Summer Session has a strong instructional and recreational athletic program. Such sports as tennis, swimming, archery, soccer, karate, softball, volleyball, badminton, weight training, ballet, and modern dance are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Music The active and varied music program is one of the special pleasures of the Summer Session. The afternoon activities period makes it possible for students to participate in musical activities whether or not they have chosen a formal course in music. Numerous offerings in concert band, orchestra, instrumentation, and ensembles of varying sizes are complemented by the choral program including choir, chorus, madrigal singers, and a folk-singing group. Students are urged to bring their musical instruments.

Dramatic Workshop Small sections work on one-act dramas, plays for voices, role playing techniques, mime, improvization, and other projects. Designed for the beginner and the experienced alike, the workshops often present one-act plays at the conclusion of the three week period.

Art Workshop Utilizing the art facilities in the Arts and Communication Center, a small number of interested students work in painting, graphics, printmaking, sculpture, and other art forms under the careful guidance of an instructor. Students provide their own materials.

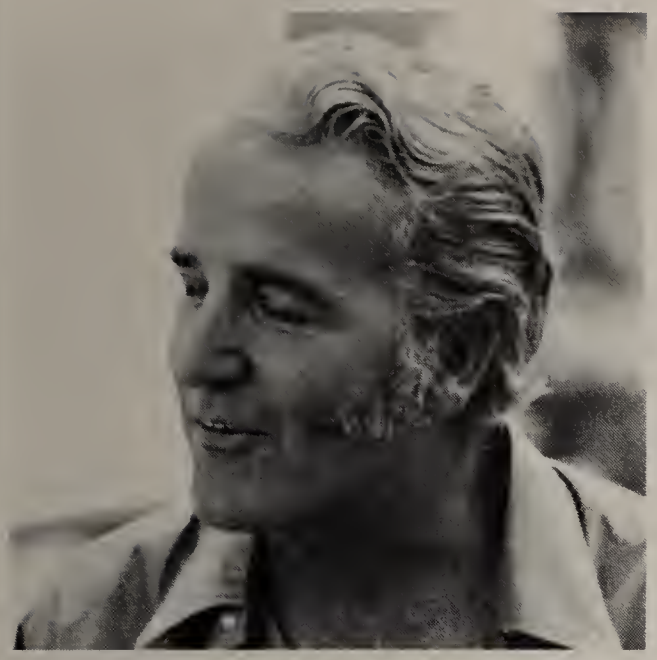
Special Of particular interest are a number of activities not normally available in secondary schools. Some of the most popular are Encounter (a coeducational Outward Bound type program), cycling, mountain climbing, folk games and dances, lacrosse, water polo, scuba diving, and a parks and playground leadership course.

Weekend Excuses With written permission from his parents and from the school, a student may (except on the first weekend) be away from school on Saturday or Wednesday afternoon or on Sunday, or he may make an overnight weekend visit to his own home or to a friend's. Overnight excuses expire at 8:00 p.m. Sunday, day excuses at 8:00 p.m. of the day of the excuse.

Dress Dress is informal, but students are expected to be well groomed and to use good taste in their choice of clothing. Boys and girls usually wear shorts to class. For some occasions girls wear dresses and boys need coats and ties.

Health Supervision and Medical Expenses The Isham Infirmary-Hospital, the Academy's medical facility, is open throughout the Summer Session.

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the hospital staff. Patients with minor injuries or illnesses permitting discharge within 48 hours are not charged. Otherwise, daily charges will be made, commencing with the first day, for all illnesses or injuries. Parents are responsible for the cost of outpatient surgery, medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, and orthopedic appliances. A charge will be made for the treatment of all surgical cases. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital. A family medical insurance policy will meet most Isham Hospital inpatient charges.



A low cost voluntary medical insurance plan for expenses incurred OUTSIDE Isham Infirmary-Hospital is offered to all students. Details will be sent after acceptance. Students accepted in the Summer Session are required to have a thorough physical examination at home before coming to Andover and to submit before June 15 medical forms furnished by the Summer Session and completed by their own physician.

Religion Roman Catholic and Protestant churches of many denominations, located near the school, welcome students of the Summer Session for Sunday worship. Jewish students and teachers conduct services on Friday evenings. An experienced clergyman serves as the school chaplain and religious counselor. All students are welcome at the informal, student-faculty seminars on moral values.

The Work Program Each student makes his own bed and keeps his room in order. He also has a work assignment, taking a turn at work in the dining hall or some other task.

Teaching Assistants The Teaching Assistants Program brings to Andover each summer some twenty exceptionally able young men and women who are college Juniors or Seniors. As junior members of the faculty, they contribute to all areas of Summer Session life, assisting senior teachers in their courses and working with students in class, athletics, activities, and dormitories.

Visiting Teachers The Director is happy to make arrangements for any teacher who wishes to observe Summer Session classes.

College Board Tests Students who wish to take the College Board Tests on July 10, 1971, may do so at Phillips Academy. Registration for these examinations must be completed by the student directly with the College Entrance Examination Board, Princeton, New Jersey 08540 before June 23, 1971. These students should enter the following in Item 7 of the College Board Registration Form: **2996 Phillips Academy, Andover, Massachusetts 01810.**

Description of Courses

Kindly read with care "The Summer Session Curriculum" (pp. 3-7) for information about the number and kinds of courses permitted and required. No course will be given unless it has sufficient enrollment. Applicants must therefore list on the application blank alternate choices. Major courses marked with an asterisk (*) meet the Writing Program requirement.

Anthropology and Archaeology* 18 Hours

This course is designed to provide the student with the basic techniques of archaeology and an understanding of culture theory. Field work (students participate in the excavation of the site) in archaeology is combined with readings and classroom discussions in cultural anthropology. The archaeological data derived from the prehistoric New England site confronts the student with problems concerning technological development, diffusion, spatial-temporal relationships, and cultural change. The classroom experience, by stressing the organization of societies, an in-depth look at material culture, and the concept of the "ethnographic analogy" gives the student the fundamental knowledge to interpret archaeological material. The synthesis of the two experiences provides the student with an understanding of how the inter-relationship of archaeological data and cultural theory helps the anthropologist to develop a clearer picture of prehistoric cultures.

African Studies 12 Hours

Beginning with a background survey of African history and geography, this course introduces students to Africa today. African religions (animism, Islam, Christianity, and paganism) and African culture (art, music, and tribal systems) provide the framework within which the class looks at Africa today. How have the influences of western culture and philosophy affected Africa? What are the future directions of the people of this continent? What is the role of western countries in the future development of Africa? Such questions serve to focus the readings and discussions.

20th Century American Culture* 18 Hours

A humanities course which specializes in the study of how our society has developed the distinctly American civilization and life-style which we know and live today. The course begins with a background study of Greek, Roman, and Renaissançe ideas, especially in philosophy, art, theatre, literature, and mythology. It concentrates, however, on a reading and discussion of the pivotal intellectual and cultural forces of the 20th century, including Freud, Jung, Allport, and May and how psychology has influenced our literature, philosophy (existentialism and phenomenology), theology, and the arts.

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The Morality of War in Judaean-Christian Tradition*
18 Hours

How can war be justified in a tradition which is based on love? What has been the position of war in the Judean-Christian tradition? The key emphasis of this course is on the present situation in Vietnam as seen through the document "Pacem in Terris" of Pope John. Still, the course begins with an introduction to ethics based upon different anthropological understandings of man—particularly with regard to his freedom. A historical study of the contributions of some of the prophets—Amos, Jeremias, and Isaiah—and of the teachings of Jesus and Paul provides the background for an understanding of the misinterpretations of that teaching which led to such events as the Crusades, Holy Wars, etc.

Generation Gap—Read and Rap
12 Hours

Does the adult world's life style turn you off? The civilization of our Western World was originally built on a system of ideals. What has gone wrong? Were the ideals wrong to start with, or has the so-called Establishment simply lost them in the course of the centuries? Or maybe you agree with things the way they are right now—then what's wrong with the drop-outs and protestors that swarm all over the American scene?

Whatever side you are on, this course is designed to replace possible prejudices and hang-ups with soundly informed opinions, rooted in fact and history.

We read and we rap. Each session is based on a carefully selected piece of reading done by the entire class. The pupils are the teachers, and their search is not for right or wrong answers, but for understanding.

Readings range from Homer's *Iliad* to Leon Uris' *Exodus* and from Aeschylus to Eugene O'Neill. However, any part of these readings may be replaced by coverage of big stories as they break in the news media.

Logos: Form and Meaning in Human Expression*
18 Hours

A kaleidoscope of reading, writing and rhetoric—the course ultimately emerges as the spectrum of language and literature from poetry to pidgin English, pre-literate oral folk tradition to modern media.

Reading material presents interrelated concepts of linguistics, logic, psychology, metaphysics and other ivory tower disciplines, as well as a basis for class discussion of such diffuse topics as the syntax of nonsense, verbal ability of the computer, body language, culture as context, interpretive translation and the relativity of truth. Frequent assignments in writing, both utilitarian and aesthetic, give depth to new ideas, while the class as a whole gains breadth of scope through seminar projects arranged along lines of individual interest. Examining words in their native habitat (TV commercials, *Time* movie reviews, Spiro Agnew's ghost) becomes an important exercise as the course progresses, and serves to complement a series of somewhat unconventional experiments in communication.

Representative readings: Ayer, *Language, Truth and Logic;* Aristotle, *Poetics;* Ciardi, *How does a poem mean?;* Ionesco, *The Lesson; Gospel according to John, Revelation;* McLuhan, *The Medium is the Message;* McMahon, *Please Touch;* Petronius, *Satyricon;* Shaw, *Pygmalion;* Ventries and Chadwick, *The Decipherment of Linear B.*

Education in America: 1970
12 Hours

An opportunity for the student to form his own ideas on education, and to read and discuss some of the books that describe our schools or propose new ones. Discussion draws upon the schooling experience of the members of the class, centering on those topics they find most interesting. How do we learn? What do our schools really teach? Does the school help or destroy the student's ability to think? What possible solutions are there to the crisis in city schools? Readings include such books as *How Children Fail,* Holt; *Growing Up Absurd, Compulsory Mis-Education,* Goodman; *The Vanishing Adolescent,* Friedenberg; *Summerhill,* Neill; *Death at an Early Age,* Kozol; *Our Children are Dying,* Hentoff; *Village School Downtown,* Schrag.

Studio Art
12 Hours

A course for students who regard themselves as serious beginners and who wish to devote a summer to learning the rudiments of line, color, and other elements of design and then applying them to specific media. After an introductory period, students may choose to concentrate on specific media in two-dimensional or three-dimensional work. Free expression and creative vision are the prime objectives of the course, although technical instruction includes specifics such as etching, painting on stretched canvas, and drawing from a live model. Preparation requires evening work in the studio and, occasionally, films, reading, and museum trips.

Intense Sculpture Workshop
18 Hours

Are you really interested in sculpture? This course is designed for 11th and 12th graders who, having had some art background, would like to concentrate intensively in this one area for the summer.

In a superbly equipped studio and under the guidance of a sculptor, five hours daily are spent involved in the process of making sculpture. Virtually any material available to the sculptor today is possible to work in, (steel welding, wood, clay, stone) and all of the modern methods as well as traditional methods of working are employed. Some reading, field trips, including extended trips to work in a sculptor's country workshop in New Hampshire mountains, as well as drawing and scavenging for supplies, also take up some of the afternoons.

The Art of the Film*
24 Hours

Open to those who have completed at least the 10th grade. A basic course in the art of the film and film-making, studying the emergence of the film as an art form in the twentieth century. The course examines theory and technique by viewing, discussing, and writing critiques of the work of directors who have made a significant impact on film form, such as Griffith, Eisenstein, Flaherty, Renoir, Hitchcock, Wilder, Bergman, Kurosawa, and Fellini. Discussion and written assignments focus on style as well as content in the film.

The course is taught by two instructors, one of Art and one of English. Each student produces at least two films. He prepares scripts, and plans, shoots, and edits his material. At the end of the Summer Session the class stages a film festival of its work. There is no prerequisite except enthusiasm. The course not only teaches theory and technique of film-making but also provides an outlet for the student who wishes to create something of his own.

The Academy supplies cameras, projectors, and editors. 8 mm. film and sound tapes cost about $30 in addition to textbook expenses. A student who could not otherwise take the course may request a grant toward film expenses.

Among the texts are *The Cinema as Art, The Liveliest Art, Theory of Film, Cinema Eye, Cinema Ear,* and *Film Form.* Films may include *Birth of the Nation, Man of Aran, The Cabinet of Dr. Caligari, The Gold Rush, Potemkin, Citizen Kane, La Grande Illusion, Casablanca, Lavender Hill Mob, On the Waterfront, Some Like It Hot, The Seventh Seal, The Defiant Ones, Rashomon,* and *Black Orpheus.*

Film Criticism
12 Hours

The aim of the course is to increase the students' awareness of film as a medium of expression. Through an intensive viewing schedule, the class traces the development of film from its earliest days as a mechanical toy, through the heyday of commercial movies in Europe, America and Japan to the present emergence of television and of the "underground" cinema, particularly in the United States.

Although technical points are often brought to the attention of the

students, the emphasis of the course is less upon the techniques of production than upon the significance of the film as art and as a social phenomenon. Class discussions are supplemented by selected readings in the history and theory of film, and each student is encouraged to develop his own hypotheses both about particular films and about the nature of the medium in general.

Readings include: *What is Cinema,* Andre Bazin; *Film Essays and a Lecture,* Sergei Eisenstein; *The Liveliest Art,* Arthur Knight.

Play Production* 24 Hours

The Andover Summer Players are a group of fifteen to twenty students who spend the entire session producing plays—major productions on the school's modern mainstage, and one-act plays in the school's experimental Drama Lab. During the course of the summer, all of the Players gain experience in all areas of production: acting, lighting, carpentry, painting, stage managing, costumes, publicity, and other unpredictable jobs that arise from time to time. The success of the group depends upon the flexibility of people involved and therefore we hope to attract students less interested in theory than in the practical business of the theatre.

Recent productions have included *The Man Who Came to Dinner, Under Milk Wood, The Fantasticks, East Lynne, Dark of the Moon, The Leader, Antigone, Chamber Music,* and *The Elephant Calf.*

20th Century Literature
12 Hours

Designed primarily for students who have completed the 10th, 11th, or 12th grade, the course consists of extensive reading and study of the poetry, plays, short stories, and novels of the 20th century, by such writers as Pound, Eliot, Frost, Yeats, Sartre, Genêt, Ionesco, Albee, Faulkner, Camus, Joyce, Orwell, Conrad and Woolf. It also includes readings in the social, historic, and philosophical background of contemporary writing.

Contemporary Literature
12 Hours

Arbitrarily, contemporary literature is that body of literature produced since the Second World War. The core of the course therefore, is an examination in detail of the work of ten contemporary novelists: Kurt Vonnegut, J. P. Donleavy, Thomas Pynchon, John Updike, John Cheever, Flannery O'Connor, Graham Greene, Peter Beagle, John Barth, and William Gass. Necessarily, however, other forms of creative expression must be considered and students read the major phases of the new poetry and the new essay as well. Finally, in an attempt to define what Nat Hentoff has called the "anomie" of the sixties, students seek to isolate in the films and music of the decade the peculiar moods of violence and alienation which have produced their art.

Creative Writing Workshop*
18 Hours

A course aimed at developing a student's ability to write poetry and narrative-descriptive prose (the short story and allied forms). Although the exact direction of the course depends to some extent on the inclinations of those enrolled, students read widely in modern and contemporary literature; engage in the most active sort of group criticism; participate in some rather unusual perception-awareness exercises; and experiment with both traditional and avant-garde forms of writing.

Writing and Speaking*
18 Hours

A course which concerns itself with effective communication. Primarily designed to sharpen the student's expository writing and speaking skills by means of steady practice, this course considers the relationship of the spoken word to the written word and provides careful criticism by the teachers. The particular emphasis of the course is determined by the needs of the students, but relevant study of grammar, syntax, and usage constitutes a part of the curriculum.

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The Composing Process*
18 Hours

Limited to students who have completed the 10th, 11th, or 12th grades, the course develops the power to write meaningfully by helping the student to use his three personal reservoirs: knowledge, ideas and emotions. The first step is to probe the ways in which the writer's five senses shape his initial impressions of his surroundings, thus improving the student's understanding of the conscious processes of composing. More important, the study of the senses suggests means of tapping the unconscious, which is the writer's greatest reservoir of the associated ideas, images, and emotional power vital to any imaginative expression of the individual's personality. Short, useful readings in psychology and examples of stream-of-consciousness in modern fiction lead the student to write three or four times a week in the ways best designed to call up and express his truest discoveries about himself as an individual in this world.

Texts: Ghiselin, *The Creative Process; The Faulkner Reader;* Miller, *Death of a Salesman;* Fitzgerald, *The Great Gatsby;* selections from Garrett, *Psychology;* and Jung, *Symbols of Transformation.*

Fate, Faith, and Fortune*
18 Hours

How are fate, faith, and fortune intertwined in our daily lives? Does the mind influence these three? What is the influence of time and chance? This course attempts to answer these and other related questions as seen in literature and by the members of the course.

The class discussions and experiences revolve around and evolve out of each individual's honest intellectual and emotional response to the emotions and ideas of artists who have expressed themselves on man's relationship to his fate, faith, and fortune. Maybe you have a friend or a relative that resembles Holden Caufield. The experiences of the class-members are called upon to clarify man's relationship with his environment. The experience of the authors are aids in helping each member to understand his or her own experience.

The writing develops from class discussion and each member's own direction in writing develops from his or her own personal interest.

The "teacher" is only another member of the group. He does the assignments as any member of the group and acts as navigator when and if necessary.

Readings are chosen from works like: "Hair," *Walden, The Mysterious Stranger, The Myth of Sisyphus, Franny and Zooey, Soul on Ice, The Assistant, the Love Story, The Power and the Glory, Narcissus and Goldmund, The Zoo Story,* "Sgt. Pepper's Lonely Hearts Club Band," *Dreams, Memories, and Reflections* (Jung), and "Falling."

Students enrolled in this course may suggest works to be read and discussed.

Black Literature
12 Hours

While concentrating on the work of contemporary black writers, the course also considers such diverse material as the West African folk tradition and the Br'er Rabbit stories, *Uncle Tom's Cabin,* writings of W. E. B. Du Bois, and Eldridge Cleaver's *Soul on Ice.* Other readings include novels, short stories, poems, plays and autobiographies by such writers as James Baldwin, LeRoi Jones, Ralph Ellison, Richard Wright, Langston Hughes, Booker T. Washington, and Malcolm X. The course examines the relationship between our society, its literature, and the stereotypes of the black man and the white. Each student has the opportunity to read further in the work of a writer of his choice, or to do background reading in history, sociology, or psychology.

Critical Approaches to Literature*
18 Hours

Many students are confused by the variety of interpretations that a particular literary work may evoke and do not understand how the interpretation often depends on the approach or frame-of-reference used by the critic. This course studies the major traditional and modern interpretive approaches to literature and their application to selected fiction, poetry, and drama. The following approaches are emphasized: moral-philosophical, historical-biographical, formalistic, psychological (primarily Freudian), mythological and archetypal, and thematic.

Satire*
18 Hours

The satiric spirit dominates much of modern literature and visual art. In this course the student studies the origins of satire (Horace and Juvenal); the broadening of the genre from a narrow literary form into a spirit that reached a climax in the Eighteenth Century writings of Pope, Swift, and Fielding; and the revived popularity of satire in the Twentieth Century. The visual arts are studied in conjunction with literature, from Hieronymus Bosch and William Hogarth to the Marx Brothers and Saul Steinberg.

Developmental Reading
12 Hours

Developmental Reading is a practical course in the technique of reading and studying. Not a remedial course, it is designed to increase the able student's reading skill and enjoyment. The core of the program is the discussion, in class and in individual conferences, of the student's reading (a minimum of two books a week chosen by the student in consultation with the teacher). The course thus requires an interest in the mature use of facts and ideas. Some time is spent using machines, films, and workbooks that help the student increase his reading speed and vary his reading technique according to the material.

Background for Modern Literature*
18 Hours

Much of modern literature presupposes a background of knowledge—myths, legends, traditions, and literary classics—that the average high school student of the 1970's simply has not been exposed to. Using modern poetry as a constant reminder that allusion is central to modern literature, this course studies some of the important stories of western civilization. Depending on the needs of the class, selections will be made from the works of the following authors: Homer, Virgil, Ovid, biblical authors, Shakespeare, Marlowe, Cervantes, Swift, Grimm, Anderson, Carroll.

Great Men and Issues of History
12 Hours

A course in European history primarily for 9th and 10th grade students. although upperclassmen are welcome. The approach of the course is essentially biographical, illustrating the interplay of significant people and their times and the influence of important ideas on historical events. It includes such topics as the High Middle Ages, the Renaissance and Reformation, Absolutism, Napoleonic Europe, Marxism, and the Russian Revolution. Most of the reading is in such works as Eileen Power, *Medieval People;* Roland Bainton, *Here I Stand;* W. H. Lewis. *The Splendid Century;* H. Butterfield, *Napoleon,* R. L. Heilbroner, *The Worldly Philosopher;* D. Shub, *Lenin.* Reading and class work is supplemented by slide-tapes, films, and lectures. Students study the art of note-taking and essay-writing.

Civil Liberties in America:* Origins and Prospects
18 Hours

"Legalize Pot"—"Criminals for Peace"—"Civil Disobedience"— "Preventive Detention"—"No-knock." Along with many others, these phrases are only current manifestations of the ever-present tension between the authority of society and government and the rights and demands of individual conscience.

Are the rights of individuals threatened by computerized information files of "political dissidents" held by the Army and many police departments? What is the role of the affluent in protecting the legal rights of the poor? Is the jury system an effective means of protecting the civil liberties of anyone, particularly those who hold "unpopular" opinions? Questions of this sort are considered as the class studies

the rise of the Bill of Rights and other traditional defenses for the individual in Anglo-American law and the social pressures which have molded and reshaped those rights with the passage of time.

Besides surveying the broad field of Civil Liberties in America, past and present, students have the opportunity to concentrate on a topic of their choice, selected from a large list. These topics include: the development of one particular right, such as that against self-incrimination (the Fifth Amendment); the history of the American Civil Liberties Union; "political prisoners" in modern America; the problems arising out of such movements as draft resistance or the use of drugs.

Black Man in White America
12 Hours

Primarily for those who have completed the 10th, 11th or 12th grade, but open to any student who has some background in United States history and who desires to improve his understanding of the crucial subject of race involvement in American problems.

The course treats the black experience from Africa to America and analyzes the influence of slavery upon both black and white Americans and their behaviour. Emphasis is placed upon the black experience of American society, the conflict between America's democratic ideology and her realities and the varied "solutions" for relations between black and white that have been proposed in the past and the present. Considerable attention is given to twentieth century movements and events in racial affairs, as well as to the implication of these matters in America's domestic and foreign problems.

Historical narrative provides the basic structure of the course, but the reading and discussion draw upon materials of other fields: biography, autobiography, sociology, economics and psychology as it relates to the chief figures of the times. Demonstration of expression and composition ability of the student is expected through oral discussion and written papers.

Mid-Century U.S.A.: A Study of Crucial Decisions
12 Hours

Primarily for students who have completed the 11th or 12th grade, but open to all qualified students. Between 1930 and 1970 United States policy in domestic and foreign affairs has undergone significant change and direction. What have been the issues, how have they arisen, how are they expressed and how are they resolved—these questions will be the focus of class discussions, readings, and study. Specific problems are selected and designed to illustrate mid-century movements that have taken the United States from: economic depression to affluence; international isolation to the role of a world power; a stable political scene to one disturbed by splintering and confrontations; a well-defined social order to a rapidly changing society beset by increasing pluralistic elements that challenge extant patterns.

Readings are taken from such works as Galbraith, *The Great Crash;* Leuchtenberg, *Franklin D. Roosevelt and the New Deal;* Goldman, *The Crucial Decade;* Agar, *The Price of Power;* Boulding, *The Meaning of the Twentieth Century.*

The Emergence of Communist China
12 Hours

The course focuses on the change and development of China as it has moved into the role of the second most powerful Communist nation in the world. Viewed in parallel is the path of development of Japan, which has led it to become a major power twice within the last sixty years. How can the development of these two Asian societies be so different? What factors have dictated such divergent courses of development? To find answers to such questions, students cover such topics as: The East Asian Setting, Thought and Religion of China and Japan, Impact of the West, Japan as a World Power, The Rise of Mao and the Chinese Communists, and U. S. Policy in Post-War Asia. Open to students who have completed the 10th, 11th, or 12th grade, the course consists of reading, lectures, class discussions, and individual projects. Readings are taken from such works as Fairbanks, *The United States and China;* Creel, *Chinese Thought;* Reischauer, *Japan: Past and Present;* Michael and Taylor, *A History of the Far East in Modern Times.*

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Language Courses

"Comment peut-on être persan?" Montesquieu's question is rhetorical. Of course, one cannot become Persian, French, German, or Spanish. But one can perhaps most effectively learn to appreciate a people by learning to communicate in their language. In a shrinking world demanding open channels of communication, knowledge of a foreign language is a key to understanding.

Small classes, conducted entirely in the foreign language, audio-visual and language laboratory facilities, and the unusual opportunity for intensive study free from the demands of other courses form the foundation for the Summer Session foreign language program. Occasional feature length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structures learned in the classroom. Ordinarily students are encouraged to take one of the major courses in the language of their choice for intensive study; however, if this is not possible, minor courses are described below.

French
12 Hours

The Summer Session offers courses in French for students at all levels, from beginners to Advanced Placement students. Students are sectioned (after admission to the Summer Session) according to their qualifications. Normally two major language courses are offered: one for beginners, which is designed to build a solid first year foundation, and secondly, an intermediate course which, after a hasty review of fundamental grammar, will continue to stress speaking, reading and writing skills through study of more advanced structures and increasing use of an anthology of short stories. The language text for both courses is *Langue et Langage* by Pucciani and Hamel. If there is sufficient demand, an advanced language course is offered, which would act as a transition between reading for comprehension and reading as literature.

French Theatre
12 Hours

Designed for students who have completed at least three years of French. Through an in-depth study of representative plays from every

era, the course will examine the evolution of French thought and wit as reflected in its theatre. Closer knowledge of dramatic technique and convention may be gained through participation in a student production at the end of the summer.

Among the plays studied are works by Corneille, Molière, Marivaux, Beaumarchais, Rostand, Giraudoux, Sartre, Camus, Beckett and Ionesco. The course is conducted in French by several members of the department.

German
12 Hours

The Summer Session offers courses for beginning, intermediate, and advanced students. Classes are usually very small (two to five students), allowing the instructor to plan the work according to each student's needs and interests. Students are sectioned after admission to the Summer Session and the sections are virtually taught as tutorials.

Because of the relatively small number of students usually enrolled, a great deal of material is covered during the Summer Session. This course gives the beginner all the skills needed to continue a normal second-year high school course. He studies all of the fundamentals of grammar, and has extensive practice in speaking and listening to German. Reading and writing skills are also practiced but not emphasized. Text: *Deutsch für Amerikaner;* Schulz-Griesbach. (accompanying tapes)

Intermediate and advanced German students are sectioned after arrival if there is sufficient enrollment; otherwise instruction at these levels is basically tutorial.

Greek or Latin
12 Hours

The Summer Session offers courses for beginning, intermediate, and advanced Latin students. Classes are usually very small (two to five students), allowing the instructor to plan the work according to each student's needs and interests. Students are sectioned after admission to the Summer Session.

From Latin to Italian
12 Hours

For students who have had two years of high school Latin. The student is encouraged to discover how Italian developed from Latin in vocabulary, grammar and syntax. At the end of the Session students should possess a fairly competent reading knowledge of Italian and some proficiency in conversation.

Intensive Elementary Russian*
18 Hours

Introduction to speaking, reading, and writing Russian, for students with no prior knowledge of the language. In addition to three daily class meetings, students have one half-hour daily of supervised practice with coordinated taped drills in the language laboratory. Three hours of preparation outside class is assigned daily. The laboratory is available for independent study. Two teachers divide the instruction, to provide variety in emphasis and attention to individual needs. The text is Van Gronicka's *Essentials of Russian*.

The course is designed to give interested and able students the opportunity to make maximum progress in beginning Russian by concentration, close guidance, and special aids. It is the equivalent of a strong first-year secondary-school course. Students in the course are exempted from the requirement in English Composition.

Intermediate Russian
12 Hours

Instruction in speaking, reading, and writing Russian, individually adjusted to develop the skills of students who have had a year or two of Russian.

Intensive Elementary Spanish*
18 Hours

Introduction to the understanding, speaking, reading, and writing of Spanish for students with no prior knowledge of the language. In addition to three daily class meetings, students spend one-half hour daily in the language laboratory. One and one-half hours preparation is assigned daily. The language laboratory is available for independent study. Classes are conducted entirely in Spanish. A Spanish table in the dining hall and other group activities further encourage the use of the language. The course is designed to cover a year's work in Spanish.

Intermediate Spanish
12 Hours

The course is designed for students who have had one or two years of Spanish. The course concentrates on the reading and discussion of chosen literary texts. Emphasis is on the civilization and culture as a background for the understanding and better analysis of the works studied. A Spanish table in the dining hall and other group activities further encourage the use of the language. The course is conducted entirely in Spanish.

As a regular part of the Phillips Academy facilities, the teletype connection to Dartmouth's time-shared GE-635 computer is available for use in conjunction with all Summer Session mathematics courses. The Director of the computer facility is available to assist students and faculty in the application of the computer to problems in mathematics and science. This work may be done as a part of a class project as well as on an individual basis.

Curves and Motion
12 Hours

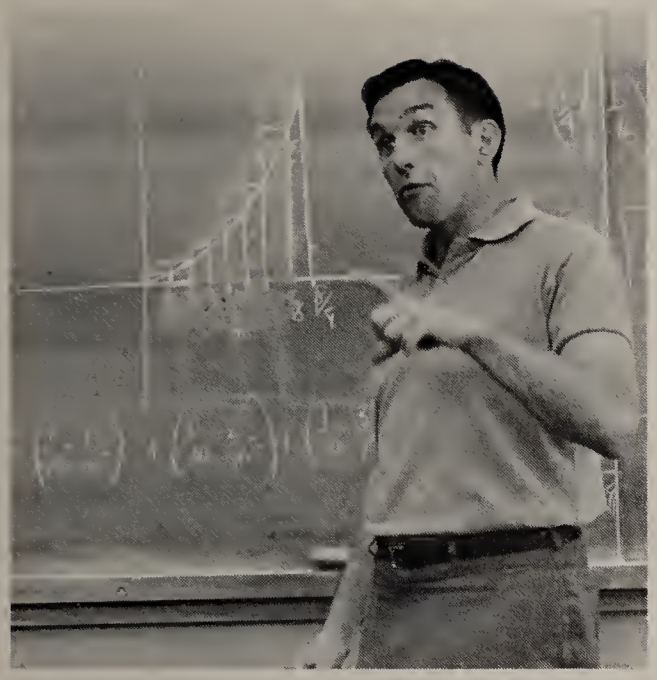
Open to students who have completed one year of algebra. Sketching the graph of a function or a relation is well within the range of a student with one year of elementary algebra behind him. The study of elementary differential calculus is also within his capabilities. In this course the study of the polynomial calculus and the knowledge of elementary algebra is used to develop the students' ability to sketch and analyze many types of curves. Included are the graphs of the conics, parametric equations, and, if possible, polar equations. The study of curves using elementary calculus and the study of the motion or velocity of an object are closely related. Whenever possible these relationships will be examined.

Advanced Topics in Mathematics
12 Hours

The course is designed for students with considerable mathematical aptitude, ability, and interest who have had at least three years of high school mathematics. After a brief review of circular trigonometry (through trigonometric equations and the graphing of $y = A\sin(ax + b) + C$), the course examines the essentials of sequence, limit, and continuity theory and considers the foundations and techniques of differential and integral calculus. It culminates in the study of probability and statistical theory, with applications to quantitative decision making. The student learns also how closely and integrally the above topics are interrelated.

Advanced Mathematics for the Truly Intrigued
12 Hours

Commenting on the standard mathematics education, Descartes said, "When I thought how it could be that the earliest pioneers of Philosophy in bygone ages refused to admit to the study of wisdom anyone who was not versed in Mathematics . . . I was confirmed in my suspicion that they had knowledge of a species of Mathematics



very different from that which passes current in our time." ADVANCED MATHEMATICS seeks to remedy this discrepancy by exploring, in an honest and rigorous manner, some of the most exciting areas of mathematical interest. For example, what happens as we enter the 4th dimension? What if there is more than one parallel to a line? How many infinities are there? What is a homeomorphism (and how does it relate to coffee cups and doughnuts)? Are there statements which we cannot prove or disprove? How do human mathematical models relate to the structure of the universe (can we ever know)? The only prerequisites are curiosity, willingness to work hard, and some ability in mathematics.

Vectors, Vector Geometry and Matrices
12 Hours

A course intended for mathematically mature students who have completed at least one year of algebra and have some knowledge of Euclidean geometry, trigonometry, and the Cartesian geometry of the straight line. The representation of vectors by directed line segments and by ordered pairs and triples is studied in some detail. Applications are made to Euclidean geometry, trigonometry, physics, and the geometry of lines and planes. An introduction is given to the algebra of matrices. The study of operations of matrices on vectors then leads to linear transformations of the plane.

Text: *Elements of Modern Algebra*, Coleman, Del Grande, Duff Egsgard, Kirby.

Computer Programming
12 Hours

Open to students who have completed two years of algebra, the course provides a unique opportunity for students to explore the potentialities and limitations of a modern high speed computer. The student learns computer language (BASIC, ALGOL), writes his own programs, and tests them on a teletype connected with Dartmouth's time shared GE-635 computer, acquiring an understanding of the computer's use in curve fitting, constructing models, sorting numbers, complex calculations and other applications.

Elementary Functions
12 Hours

Open to students who have had at least one year of algebra and one year of geometry.
The concept of the function is of fundamental importance for all mathematics but it is not often considered thoroughly in secondary schools. The course undertakes a careful study of the function concept in several elementary situations. Algebraic, exponential, logarithmic and trigonometric functions are taken up, but in such a manner as not to duplicate work done in regular courses in algebra and trigonometry.

Mathematics of Decision Making
12 Hours

In our complex technical society, decisions in the field of economics, business, social programs, and legislation are very strongly conditioned by the collection and analysis of data by computer. This course deals with the applications of linear programing, matrix algebra, probability, and computer programing to the decision-making process. The only prerequisite is a strong command of first year algebra.

Analytic Geometry
12 Hours

Open to students who have had one year of algebra and one year of geometry, the course is a study of the power of uniting the methods of two different branches of mathematics on certain problems. It shows the student how to use geometric ideas to study algebraic problems and algebraic methods to study problems usually posed in geometric terms.

Jazz Workshop
12 Hours

The course consists of two basic activities: listening and playing. Recordings of historically significant jazz and related music are discussed in terms of musical and sociological values.
Students also study improvisational theory as it applies to their specific instrument, and a workshop jazz ensemble is formed. Requirements: Intermediate to advanced ability on one musical instrument. Ability to read music is not necessary, but some understanding of music theory is helpful.

Philosophy
12 Hours

The purpose of the course is to examine questions of reality, truth, beauty, and morality: to consider how some great men have stated the problems and tried to answer them, to observe their methods of argument, and to read and discuss their work in the light of one's own experience in thinking about the good, the real, and the true.

To introduce the study of philosophy, the course opens by reading Plato and John Stuart Mill, two very different philosophers from very different times. The emphasis is on Plato's and Mill's ethical theories, although the readings and discussion also consider their metaphysics, epistemology, aesthetics, and logic.

The students choose the topics for further class and independent study, pursuing a specific problem or reading from another philosopher. The course thus may draw upon the work of philosophers as disparate as Aristotle, Aquinas, Maimonides, Descartes, Kant, the existentialists, or Buber.

Search for a Meaningful Ethic in a Revolutionary Age
12 Hours

The course begins with a review of the various ethical systems employed by societies in the past: the theological (Judeo-Christian), the economic (Marx), and the political (Plato). Students then investigate these same metaphors in 20th century society as a way of seeking the most meaningful ethical system for individual modern morality (morality being the behavioural ways in which men act out their chosen ethical guidelines). This investigation involves a look at theological developments (social gospel, death-of-God, etc.), economic programs (Peace Corps, war on poverty versus space exploration, etc.), and political movements in the U. S. (Black Power, student conscience, Supreme Court decisions) in an effort to determine how, in a Western technological era, we can make responsible moral decisions which affect not only ourselves, but the "global village" as well.

Interpersonal Behavior
12 Hours

The purpose of the course is to help each member learn more about human behavior, including his own. The events and relationships that happen in the classroom serve as the basis for analysis and discussion of the behavior of the group and of its members. Each student has a responsibility to participate in discussion and to contribute in his own way to the development of the group. The class reads a number of articles on theoretical and experimental psychology, and occasionally writes analyses on topics arising from class discussion. The course is given by an experienced teacher trained in psychology. Preference is given to students who have completed the 11th and 12th grades.

Social Psychology
12 Hours

This course is concerned with individual and group behavior and deals with perceptions of self and how we perceive others. In an effort to understand how society manipulates and influences his thoughts, beliefs, and actions, the student takes part in the class which emphasizes discussion, seminar reporting, individual papers, sociodramas, and psychodramas. Speakers from and of social groups studied are heard, and films, TV, and newspapers also provide sources. Individual projects are encouraged. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and is reflected in discussion topics such as "Obey that Impulse?" "Why Close the Generation Gap?" "Images" (self, racism); "The Four Faces of Love," etc. Such topics, approached like "dot journalism" rather than encyclopedic informational retrievership, highlight human problems resulting from human interaction.

Origin and Development of Freud's Theory of the Mind
12 Hours

This course is an introduction to the developments in personality theory originating in the work of Freud, his disciples and some of their critics. It begins with Freud following the development of his thought from his early work with hypnotism and the theory of the seduction trauma to psychoanalysis, psychosexuality and the formation of the super ego. Special attention is given to the interpretation of dreams and the discovery of the Oedipus complex, the concept of infantile sexuality and the problem of normal sexuality, the vicissitudes of self-love and love of others, grief depression and guilt, and the psychology of the ego. Then, using Freud's later papers on the structure of the ego as a point of departure, the course pursues the following post-Freudian schools of thought: the Ego Psychologists, an orthodox elaboration of Freud's later work; the Neo-Freudian or Culture Pattern school; and the British Object Relations school. The course closes with a brief consideration of the Existentialist critique of the traditional scientific approach to the study of personality.

Independent Study

A student who wishes to do independent work in art, the classics, history, mathematics, music, science, English or foreign literature, or poetry or story writing may apply by submitting a written proposal defining the topic of proposed study and giving his background and qualifications for such study. If the project is approved by the Director of Admissions, the student is assigned a supervisor. The student should plan to spend six to twelve hours a week on such a project.

Art Studio
6 Hours

The course is designed to develop the visual perception of all students by providing a flexible program of studio experience in two- and three-dimensional design in conjunction with readings, presentations, films, and full use of the Addison Gallery, the Library, and the Arts and Communications Center. No previous experience in art is necessary.

Topics in Black History
6 Hours

The course does not attempt to survey black history, but to consider carefully two or three key topics, such as the African experience, reconstruction, the Harlem Renaissance, or black power. The student also has the opportunity to do independent work on a topic of his choice. Readings include Basil Davidson, *Black Mother;* W. E. B. DuBois; Alain Locke, *The New Negro;* Malcolm X, Stokely Carmichael.

Colonial Massachusetts: Blueprint for America?
6 Hours

A detailed survey of life in Massachusetts from 1630 to 1789. Was early Massachusetts the seed-bed for such American ideals as representative government, social equality and religious toleration—in short, the "American way of life?" Students consider this question by examining a number of facets of early Massachusetts including witchcraft, the organization (and disintegration) of the family, the beginnings of formalized education in schools, the origins of towns (including Andover) and the growth of urban problems, riots and mass violence, the role of businessmen, and race relations.

Individual Language Study
6 Hours

Open to those who wish to extend their knowledge of French, Spanish, German, Russian, Latin, or Greek, the program enables the student to make highly efficient use of his time because each program is individually planned. The language consultant arranges each student's program individually, meeting with him several times a week and

directing him to the texts, tapes, and audio-visual materials best suited to his needs and to the time the student can give to his language study. Small classes may be arranged if several students have the same needs.

Advanced Conversational French
6 Hours

Conducted entirely in French, the course is open to those students who have completed three years of French, or who pass an oral exam at the start of the summer. Reference text: Lenard, Hester: *L'art de la conversation.*

French Reviewed
6 Hours

This course, conducted in French, is designed to strengthen knowledge of essential French structures and idioms through review and their constant application in classroom conversation and composition.

Conversational German
6 Hours

For students who have completed at least one year's study of the language. The course is limited to those students who prove themselves capable of the work by an audio-oral examination at the first class meeting. All classes are conducted in German.

Conversational Russian
6 Hours

Introduction to Russian through simple conversation, with daily practice in the language laboratory, for students with no prior training in Russian.

Conversational Spanish
6 Hours

Students must have completed at least one year of Spanish. The course is conducted entirely in Spanish. A Spanish table in the dining hall and other group activities further encourage the use of the language.

Advanced Topics in Chemistry
12 Hours

The course is designed primarily for the student who has had a year of high school chemistry but an eager student with a good background in biology or physics can also handle the material. The class spends most of its time in the laboratory, doing experiments in areas not usually covered in high school chemistry, such as complex ions, transition metal chemistry, and certain aspects of thermodynamics. The laboratory work includes the synthesis of a complex organic compound, a process which involves a number of reactions and techniques.

Advanced Biology
12 Hours

For able students who have completed one year of biology. A review at the Advanced Placement level of some major topics of biology, with special emphasis on the following: cell structure of plants and animals as revealed by the electron microscope; cellular respiration and photosynthesis; hemostatic regulation in animals and plants; the structure and function of neurons and muscles; the genetic code and its translation; and population genetics and natural selection. Six hours a week are spent in varied laboratory work that supplements the class discussions and trains students in the use of the stereoscopic and compound microscopes.

Physics through Constants
12 Hours

An unusual introduction to the study of physics, the course is open to those who have had one year of algebra. The class studies such topics as mechanics, heat, electricity, magnetism, and atomic physics by examining closely the constants peculiar to each area, such as *g*, acceleration of gravity, and *J*, the mechanical equivalent of heat. Students experimentally determine the constants, and explore their meaning and importance. The Dartmouth time-honored GE-635 computer system enables the students to explore the application of computer technology to physics problem solving.

Ecology
12 Hours

Many people believe that the study of the science of ecology holds the key to the future of man and to the understanding of life. This course focuses first on the ecology of the ocean coast, salt marsh, woods, streams, and ponds found in this area of New England. Emphasis is placed on the normal succession of plants and animals in their integration into these natural communities. Studies are then made on ecological

problems affecting the environment of our country and the world—i.e. insecticides, biological pest controls, air, water, heat and noise pollution, and waste removal. The importance of conservation is stressed throughout the course. Laboratory work and discussions supplement the field trips. A year of biology is preferred for background but anyone who has had a basic science course and who has a keen interest in his environment may apply.

Animal Behavior
12 Hours

This course is offered to students who have completed the standard high school biology course. Emphasis is placed on observation in the field and laboratory. Regular class discussions are held in which students are expected to contribute information from their own observations and from the available literature. Some of the topics considered are: territoriality, environmental influence on behavior, courtship and mating patterns, home range, and the evolution of behavior patterns.

Geochemistry
12 Hours

Geochemistry concerns itself with the physical and chemical properties of matter found in natural environments. Pollution and ecology are now actively in the realm of the geochemist. This course is heavily lab-oriented and is designed to give students experience with some of the materials, techniques and applications of geochemistry. There are no required prerequisites.

Students taking this course are offered two options. In the basic option, composed primarily though not exclusively of those who have had no previous course in chemistry, the work is structured around a core of concepts and skills fundamental to the geochemist. In the independent option students organize and carry out projects of their own design. In weekly seminars these students describe their work and report their findings to the group.

Individual, informal conferences are continually held for all students. Weekly field trips are also scheduled for students in both options. These trips provide the opportunity to collect samples and make measurements in the field. If necessary, the group constructs its own base maps from aerial photography or other methods.

Modern Fiction
6 Hours

The class reads novels, plays, and poems that have greatly influenced modern thought and feeling. Readings are from such writers as Sartre, Eliot, Auden, Yeats, Frost, Ionesco, Joyce, Lawrence, Hemingway, Albee, and Lowell.

Contemporary Literature
6 Hours

In addition to reading novels, plays, and poems of the fifties and sixties, the course considers the relationship between contemporary literature and the society that produces it. Readings are chosen from such writers as John Barth, Saul Bellow, Edward Albee, James Baldwin, William Golding, Ralph Ellison, Robert Lowell, Samuel Beckett, Eugene Ionesco, Kurt Vonnegut, and Flannery O'Connor.

Black Literature
6 Hours

The course offers the opportunity to see the black man and the white man through the eyes of the black writer. The class reads novels, plays, stories, and poems selected from the work of such writers as James Baldwin, Langston Hughes, LeRoi Jones, and Ralph Ellison, as well as non-fiction such as *The Autobiography of Malcolm X* and selected copies of the *Bay State Banner,* Boston's black newspaper. Black writers from Boston visit the class when possible.

Greek and Roman Mythology
6 Hours

Though use is made of such standard works as T. Bulfinch *The Age of Fable,* M. Grant *Myths of the Greeks and Romans,* E. Hamilton *Mythology,* as far as possible, students are directed to the primary sources in Homer, Hesiod, the Greek dramatist, and the Roman poets, especially the *Metamorphoses* of Ovid.

Hobbits, Orcs, and All Those Things
6 Hours

Focusing on the works of J. R. R. Tolkien (*The Lord of the Ring, The Hobbit*, etc.), this course investigates the fact and fantasy which surrounds them and traces their roots in medieval literature such as the Icelandic sagas and Anglo-Saxon epics.

Computer
6 Hours

The course is designed for students interested in developing an understanding of the capabilities and use of a modern high-speed computer. Students learn a computer language (BASIC) and by means of a mathematics-oriented approach, write programs and test them on a teletype connected to Dartmouth's time-shared GE-635 computer. One year of algebra serves as adequate background for undertaking a variety of applications to secondary school mathematics.

Mathematical Logic
6 Hours

Logic, a necessary part of mathematics, is all too often ignored or relegated to a very minor position in elementary algebra and geometry. The course considers such concepts and techniques of logic as are of greatest help in making the proofs of geometry easier for the beginning student. Open to students who have completed at least one year of algebra.

Sequences and Limits
6 Hours

Students who begin the calculus often find themselves baffled at least partly because of their lack of previous acquaintance with the fundamental ideas of limiting processes. The course studies such processes in some detail. It is open to students who have finished at least three years of high school mathematics.

Baroque Ensemble
6 Hours

The baroque era in music offers a wide variety of literature that the amateur can study and perform. The class works as a unit in the study of baroque instrumental-vocal works and is broken into small ensembles to play chamber music. The recorder is studied and used in performance. Students with keyboard experience may play the school harpsichord. Prerequisite: the ability to sing or to play the piano, a stringed or brass instrument, or an orchestral woodwind.

Voice
6 Hours

The class learns the fundamentals of correct tone production, with emphasis on the proper use of vowels and consonants, breathing, breath control, poise, and stage presence, using elementary songs for demonstration. Ability to read music is helpful but not necessary.

Introduction to Zoology
6 Hours

Students study the physiology, ecology, and evolutionary relationship of animals in each phylum through readings, lectures, and class discussions. In addition, two one-hour laboratory periods are spent each week in observation and study of behavioral patterns of live animals. Various field trips provide the opportunity for ecological study. No prerequisites required; open to anyone interested in becoming familiar with the major species in the animal kingdom.

Introduction to Chemistry
6 Hours

The course offers instruction in certain basic skills and concepts that are essential in the study of chemistry. Topics include the use of the slide rule, review of mathematical concepts used in chemistry, and an introduction to basic atomic theory, the mole concept, and chemical equations.

Social Psychology
6 Hours

A survey of the concerns of individual and group behavior. The course deals with perceptions of self and others, the manipulation of self by the society, and the influence of the society on the individual's thoughts, beliefs, and actions. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and focuses on such topics as "One in Twenty" (homosexuality), "One in Ten" (mental illness), "Obey That Impulse," "Images," etc.

Celestial Navigation
6 Hours

An introductory course in the history and art of celestial navigation. Nautical astronomy and the theory of celestial fixes are studied. Substantial work in the practical applications to ocean navigation is performed. Textbook: *Navigation and Nautical Astronomy*, Dutton.

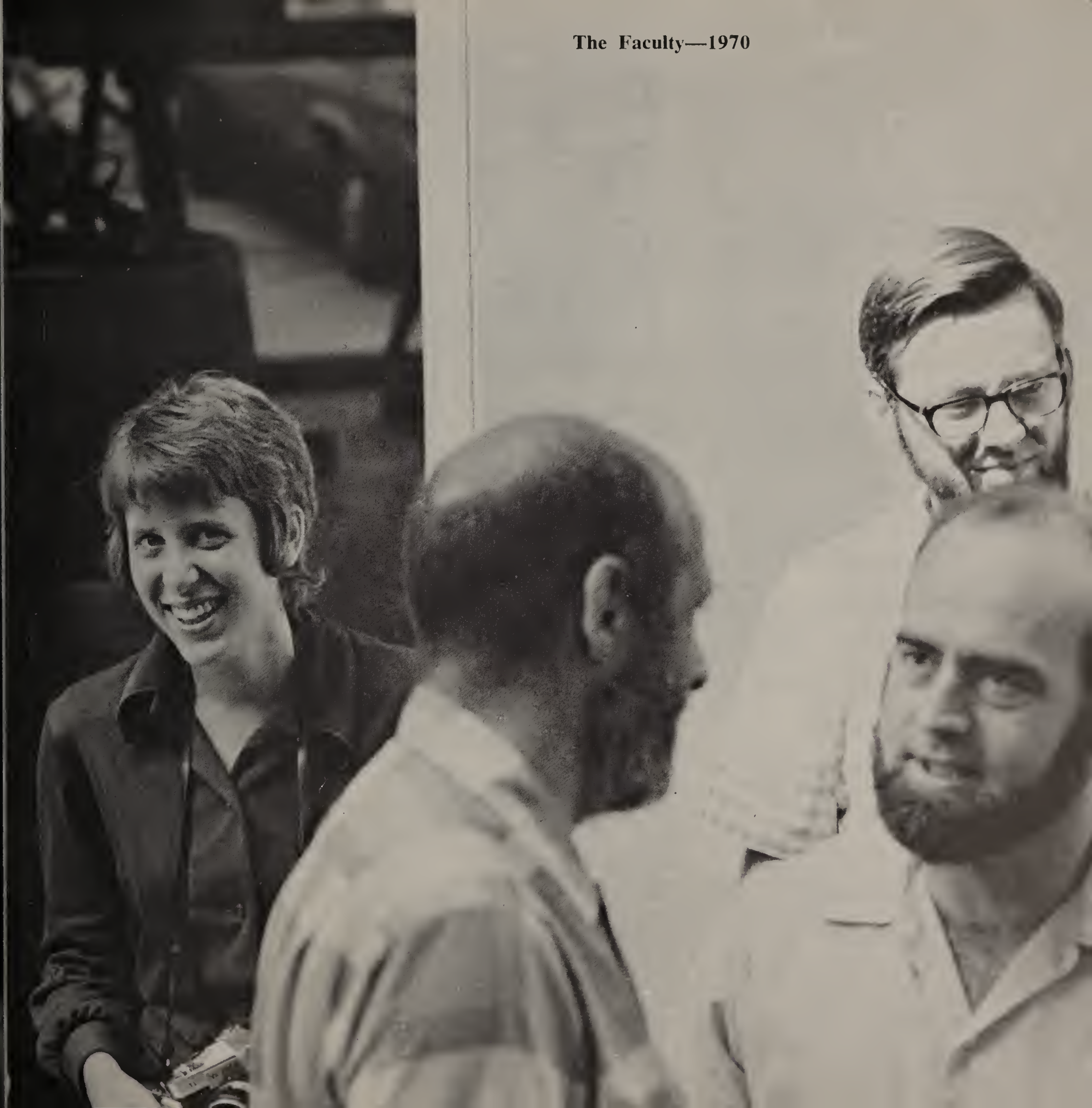
Typing
6 Hours

The course, designed for beginners who desire typing for academic and personal use, stresses mastery of the keyboard and speed building.

Analysis of Words
6 Hours

This course is designed to teach precision in the definition and use of English words by studying the roots which they contain, as well as the original meanings of these roots in Greek, Latin, and other Indo-European languages. Exercises in etymology develop the students' vocabulary for more accurate expression of ideas and more perceptive reading. Often they reveal fascinating changes in the history of words. For example, "horticulture," "yard," "garden," "orchard," and "Leningrad" contain variations of a root meaning enclosure. "Heart," "cardiac," "accord," and the Russian words for middle and Wednesday share a common root. The course provides a systematic survey of the most productive stems, and encourages extensive individual exploration.

The Faculty—1970



Aisner, James E., B.A.
Asst. HM, Civilization, History
Allen, Elisabeth E. (Mrs.), B.A.
English
Allen, H. Kent, B.A.
HM, English
Apgar, Charles E., M.A.T.
Physics
Apgar, Pamela (Mrs.), B.A.
HM
Ballard, Alice W., B.A.
TA in Physics
Banta, Lorene (Dr.), Ph.D.
Organist
Beaubien, Michael C.
TA in Black Literature
Bedford, Crayton W., M.A.
Mathematics
Best, George W., B.S.
Mathematics
Best, Helen (Mrs.), B.S.
HM
Bevillard, Michel M. V., B.A.
French
Broaddus, Edward J. (Dr.), M.D.
Medical Director
Bronk, John F., R.P.T.
Athletics
Brown, Brenda (Mrs.), M.A.
HM
Brown, Donal F., B.A.
English
Brown, William H., M.A.
HM, English
Bryant, Bernard E., M.Ed.
Biology
Bunnell, James L., M.A.
HM, Trips Director

Burdoin, A. David, B.A.
Mathematics
Chivers, John P., M.A.
German
Clift, William B., B.S.M.
Music
Cone, Thomas E., B.S.
Ecology, Zoology
Cone, Virginia (Mrs.), A.S.S.
HM, Administrative Assistant
Conklin, Clara E., B.A.
TA in English
Couch, James H., M.A.
HM, Spanish
Coulthard, Alfred J., B.S.
Athletics
Couser, G. Thomas, B.A.
English
Crawford, Robert L., B.A.
Mod. War and Revolution
Crook, P. Barry
HM, Athletics
Cushman, Trevor, B.A.
HM, Education in America
Dallas, H. Linda
TA in English
Dearborn, Prudence (Mrs.), M.S.
Librarian
DePriest, Thomas B., B.A.
English
Drake, Sherman F., M.Ed.
Dean of Men
Dubois, Fletcher R.
TA in Ethics

Ducharme, Doris, M.S.
Librarian
Dzwonkoski, Elisabeth (Mrs.), M.A.
English
Dzwonkoski, F. Peter, Ph.D.
English
Ehlers, Leigh A.
TA in English
Elderkin, Elise N., B.A.
HM, English
Egsgard, John C. (Rev.), M.A.
Mathematics
Fitzgerald, Nancy L., B.A.
TA in English
Fleck, Richard C., B.A.
English
Ford, Alvin E.
Athletics
Ford, Annie Sue, B.A.
HM, Black History
Foster, David D., M.A.
HM, English
Foster, Jerry, M.A.
Dean, Director of ABC Program

Foster, Diane (Mrs.), B.A.
HM
Frederick, Wayne A., Ph.M.
History
Fregulia, Richard P., B.A.
English, Music
Fucci, Marie L., B.A.
TA in French
Galassi, Jonathan
Asst. HM, English
Gould, Keith, M.Mus.
Music
Hamilton, Thomas R., M.A.T.
Biology, Zoology
Hamilton, Judith (Mrs.), B.A.
Underwood Room
Harrison, Fred H., M.A.
Director of Activities
Hoitsma, Audrey (Mrs.), B.A.
HM
Hoitsma, Louis J., M.Ed.
Computer
Holkins, John
TA in Chemistry
Jako, Miklos, M.A.
Athletics
Johnson, Amy O. (Mrs.), B.A.
Dean of Women
Johnson, Peter C., M.A.T.
Dramatics
Jones, Ileana (Mrs.), M.S.
HM
Jones, Kimball, M.A.
French, Athletics
Keefe, Ann, B.A.
Dramatics
Kirby, Peter C.
TA in English
Knowles, Harvard V., M.A.
Asst. HM, English
Krumpe, Carl E., M.A.
English
Kurshan, Neil, B.A.
TA in Education
Lane, Robert E., M.A.
Russian, Analysis of Words
Lane, Thomas K.
TA in English
Lea, Robert C., B.A.
Asst. HM, Psychology

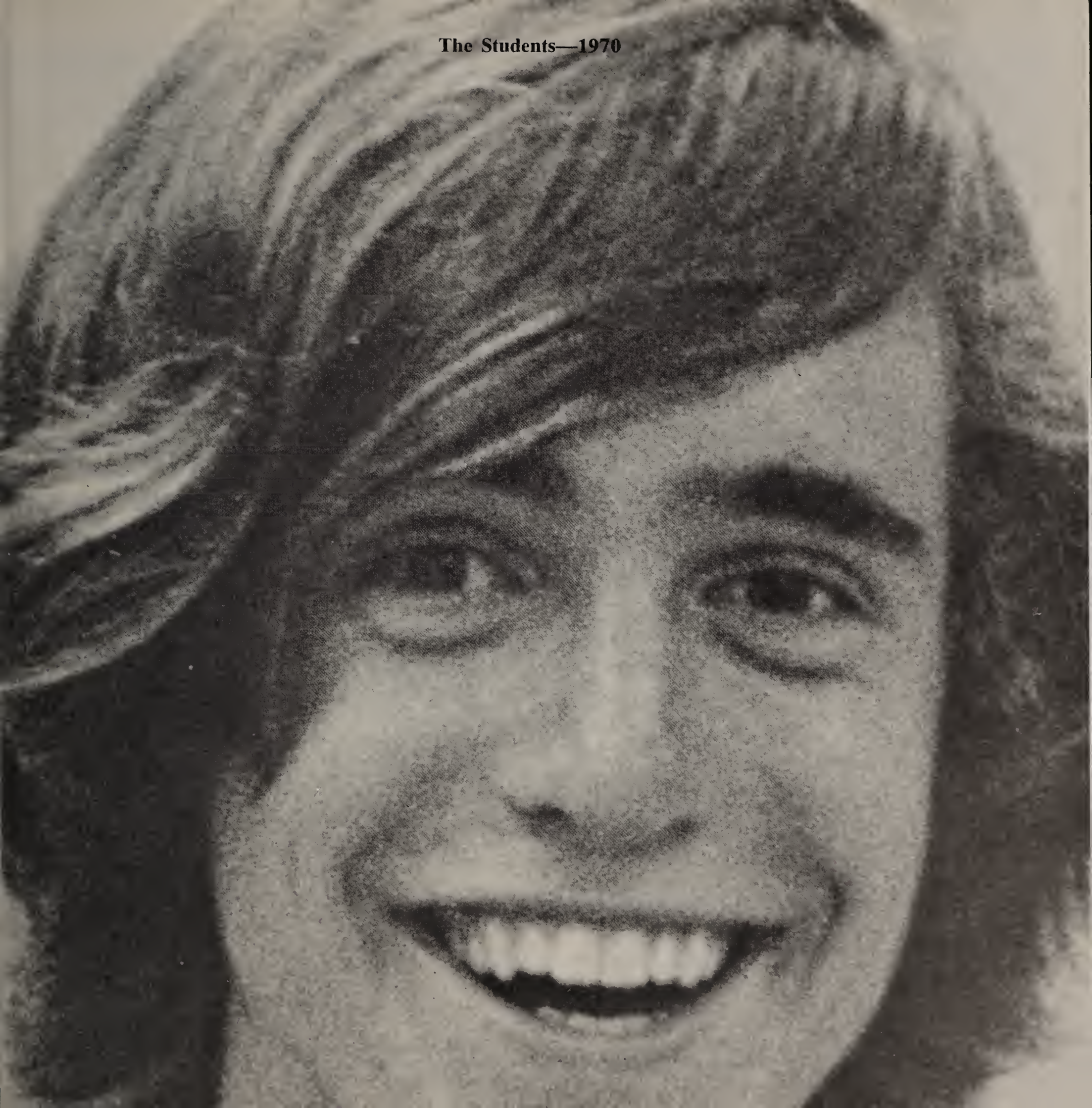
Leete, Robert A.
Manager of the Commons
Levis, Esther
TA in Spanish
Lyons, Thomas T., N.A.T.
History
McBee, Dalton H., B.A.
English
McCarthy, Francis B., B.A.
English
McDonnell, Barbara L., B.S.
Director of the Library
McDowell, Mary V.
TA in Art
McKee, Peter Q., M.Ed.
Physics
McMurray, John K., M.A.T.
Art, Dept. Head
McQuilkin, Rennie E., M.A.
English
Marks, Jack M., B.A.
Psychology
Marx, Stephen P., B.A.
Film
Melamed, Jeffrey
TA in Psychology
Mellor, J. Dean, B.Ed.
English
Merriam, Litza (Mrs.)
Director of Language Lab.
Metcalf, Albion
Piano
Mezur, Katherine M.
TA in Film
Minné, Ronn N., Ph.D.
Director of SS, HM, Chemistry
Monette, Paul L., B.A.
English

Morell, Clement, M.A.
HM, Mathematics
Morehous, Linda M., B.A.
TA in Sculpture
Murrow, Gene, M.A.T.
Mathematics, Music
Newman, Joyce H., M.A.T.
Asst. HM, History
Nibbelink, Cynthia J., M.F.A.
HM, English
Nichols, Jeanne F., B.S.
Gymnastics, Modern Dance
O'Brien, John, M.Ed.
English, Dramatics
Parquette, William S., M.A.
English
Pascucci, Vincent, M.A.
Latin, Greek
Penner, David A., M.A.
HM, Independent Study
Pierce, Charles E., Ph.D.
HM, English
Pieters, Richard S., M.A.
Mathematics
Powel, Virginia (Mrs.), B.D.E.S.
Art
Preston, Emily B. (Rev.), S.T.M.
Chaplain, Ethics
Price, Meredith, M.A.T.
HM, English
Rees, Thomas, Ph.D.
Chemistry
Reddall, William D. (Rev.), M.A.
English
Regan, Thomas J., M.A.
English
Richard, Jeremy A.
TA in English

Rizza, Peggy
TA in English
Roehrig, A. Karl, Ed.D.
Counselor, Instructor in Psychology
Roehrig, Ruth (Mrs.), B.A.
Asst. Director of A-V
Royce, H. Schuyler, M.I.A.
History
Schneider, Mary K.
TA in Mathematics
Schorr, Mark A., M.A.
English
Schorr, Natalie G. (Mrs.), M.A.
French
Shepard, Mary E. (Mrs.), B.A.
HM
Shepard, Ray, M.A.T
Black Literature
Shertzer, Gerald, M.F.A.
Sculpture, Jewish Advisor
Slutzker, Craig L., B.A.
TA in History and Literature
Smith, Albert M.
TA in Psychology
Snoke, James M., M.A.
Anthropology
Sorota, Stephanie (Mrs.)
Admin. Assistant
Sorota, Stephen S., B.S.
Athletics
Stevens, Alanson P., M.A.
Russian
Stowe, William, B.A.
English

Sturges, Hale, M.A.
HM, French, Dept. Head
Sullivan, Harold M., M.Ed.
HM, English
Swift, Richard L., B.S.
Athletics
Szeto, Susanne
TA in Mathematics
Thompson, Douglas
TA in Economics
Thornton, DeWitt F., B.S.M.
Music
Towne, Margaret (Mrs.), B.S.
Librarian
Tyler, Peggy J. (Mrs.), M.Ed.
HM, College Counselor
Utaegbulam, Matthew C., D.Th.
Philosophy, Athletics
Vilalta, Angel B., L. en D.
Spanish
Warren, Sarah T.
TA in History
Waterston, George C., D. de l'Univ.
English
Wennik, Inga J. (Mrs.), B.A.
HM
Wennik, Joseph B., M.A.
English
Wilkinson, Irene, M.S.
Librarian
Williams, Lola R. (Mrs.), B.A.
HM, English
Wilson, James H., M.A.
HM, Economics
Wilson, J. Robert, Ph.D.
Chemistry, Athletics
Wilson, Nancy (Mrs.)
HM, Adm. Assistant
Winer, Natalie, B.S.
Librarian
Wise, Kelly, M.A.
Film
Worthington-Smith, Hammett, M.A.
Black Literature, Composition, HM
Young, Warren K., B.A.
Asst. to the Director of ABC Program
Zeldes, Mildred
TA in English

The Students—1970



Abrahms, Sally E.
West Hartford, Conn.
Adams, Judith A.
Philadelphia, Pa.
Adams, Lisa J.
Woodbridge, Conn.
Adler, Rachel J.
Delmar, N.Y.
Alisberg, Andrew D.
West Hartford, Conn.
Alpert, Barbara S.
Maplewood, N.J.
Anderson, Laurel E.
Hyannis Port, Mass.
Aranda, Andres
Brooklyn, N.Y.
Arnold, Susan A.
Milan, Italy
Aron, John
Scarsdale, N.Y.
Assael, Robert
Eastchester, N.Y.
Atkins, Jeannine
Sterling, Mass.
Avery, John B.
Memphis, Tenn.
Averyhart, Doris E.
Memphis, Tenn.
Aylward, Michael F.
Washington, D.C.

Babicz, Audrey E.
No. Reading, Mass.
Baron, Jason R.
Lexington, Mass.
Barres, Barbara A.
West Orange, N.J.
Barron, Amy S.
Scarsdale, N.Y.
Bauer, Bernard D.
Brooklyn, N.Y.
Bein, Peter L.
New York, N.Y.
Bell, Robin E.
Ardsley, N.Y.
Benjamin, Betsy M.
Great Neck, N.Y.
Bennett, Laurie J.
Medford, Mass.
Beckman, Janey E.
Margate, N.J.
Benitez, David
New York, N.Y.
Bernhardt, Anne
Geneva, Switzerland
Berzin, Marilyn
78 St. Nom La Breteche, France
Bezahler, Ronald C.
New Hyde Park, N.Y.
Biber, Sandy H. M.
Gainesville, Fla.
Bierenbaum, Richard E.
Verona, N.J.
Binder, Barbara R.
Maplewood, N.J.
Bissett, Travis A.
Boy's Town, Neb.
Blake, John C. W.
Pinehurst, N.C.
Blaylock, Gwendolyn C.
Chicago, Ill.
Boornazian, Z. Charles
Methuen, Mass.
Boulanger, Theresa M.
Tacoma, Wash.

Bowers, Christopher H.
Ottawa, Kans.
Box, Richard B.
Dallas, Tex.
Braley, Megan D.
Columbus, Ohio
Brandt, Allan M.
Chevy Chase, Md.
Braun, Lawrence M.
Highland Park, N.J.
Bregstein, Joan S.
Great Neck, N.Y.
Bressman, Seth
Lawrence, N.Y.
Bressman, Brian
Lawrence, N.Y.
Broaddus, Amy E.
Andover, Mass.
Broaddus, John McN.
Andover, Mass.
Bromberg, Michael A.
Pelham, N.Y.
Brooks, Camilla J.
Cambridge, Mass.
Brown, Carol A.
Reading, Mass.
Brown, Ike
Canton, Miss.
Brown, Martha V.
Salem, Mass.
Brust, Richard
Lawrence, N.Y.
Bunnell, Sarah E.
Andover, Mass.
Bunnell, Thomas G.
Andover, Mass.
Bunting, Findlay
Albuquerque, N.M.
Burchuk, Barbara E.
Jenkintown, Pa.
Burkhardt, Angela
Winchester, Mass.
Burnum, Carol C.
Tuscaloosa, Ala.
Burnum, Frances M.
Tuscaloosa, Ala.
Burthey, Grover C.
Durham, N.C.
Bush, Jonathan A.
Roslyn Heights, N.Y.

Cable, Stuart M.
Waban, Mass.
Calihan, Martha S.
Rochester, N.Y.
Campbell, Debra
Winslow, Me.
Carpenter, Teresa
Burlington, N.J.
Carter, Bailey
Chicago, Ill.
Chiappetta, Michael F.
Bloomington, Ind.
Choi, Young-Il
Seoul, Korea
Civin, Donna L.
Loudonville, N.Y.
Clark, John B.
Concord, Mass.
Cohen, Sandra L.
Scarsdale, N.Y.
Colbert, Larry
Shelby, Miss.
Coleman, Samuel R.
Easton, Pa.
Colfax, Nancy J.
Pompton Lakes, N.J.
Colodny, Elizabeth
Washington, D.C.
Conn, Lois M.
Bethesda, Md.
Consagra, Maria H.
Wilmington, Del.
Cooper, Peter D.
Wilmington, Del.
Coplon, Sherry L.
Nanuet, N.Y.
Corwin, Steven G.
Sands Point, N.Y.
Cramer, Andrea E.
Bala Cynwyd, Pa.
Crapsey, Arthur H.
Rochester, N.Y.
Cruz, Marcus
Brooklyn, N.Y.
Culp, Randall F.
Lockport, N.Y.

"The opportunities are fantastic"

"The worst thing is that the Session ended too fast—I don't want to leave"

"For once I wasn't pampered and protected, and I had to work things out on my own"

"My course covered a whole year of Russian!"

Dahl, Margit A.
Bellport, N.Y.
Daly, Joseph E.
Bellevue, Mich.
Daum, Susan B.
Danbury, Conn.
Davis, Jane M.
Kingston, N.Y.
Davis, Walter J.
Henderson, N.C.
Day, William D.
Jacksonville, Fla.
Daych, Dana M.
Scarsdale, N.Y.
DeCell, Brister
Yazoo City, Miss.
Dell, John C.
Alexandria, Va.
Dennett, Richard A.
Great Neck, N.Y.
Derby, Richard L.
New York, N.Y.
Derene, Nancy A.
Port Chester, N.Y.
Detkin, Barbara J.
Rockville Centre, N.Y.
Devies, Marie-Laure
Paris, France
Dewart, Chris B.
Brookline, Mass.
Diamond, David
Clifton, N.J.

Diamond, Susan M.
Millburn, N.J.
Dockett, Jill B.
Atlanta, Ga.
Dolberg, Nancy A.
Waban, Mass.
Doull, Mindy J.
Wyncote, Pa.
Dunham, Edgar A.
Princeton, N.J.
Dupont, Emile F.
Hockessin, Del.
Duprey, Mario
Philadelphia, Pa.
Durrell, Robyn R.
Fairfield, Conn.

Easton, Terrance M.
Cumberland, Md.
Edwards, William S.
Providence, R.I.
Egolf, Nancy L.
Boyertown, Pa.
Ehrenkranz, Wendy F.
Coral Gables, Fla.
Elander, Thomas R.
Pacific Palisades, Calif.
Eliel, Carol S.
South Bend, Ind.
Elston, Regina
St. Louis, Mo.
Emont, Carl D.
Granville, Ohio
Engel, Leslie J.
New York, N.Y.
Engel, Marna
Edison, N.J.
Epstein, Carol A.
Bangor, Me.
Epstein, Leonora
Newton Centre, Mass.
Epstein, Sally
Forty Fort, Pa.
Eskind, Jeffrey B.
Nashville, Tenn.

Fand, Benjamin
Neptune, N.J.
Fang, Farrell S.
Woodland Hills, Calif.
Faulkner, Fred
Chicago, Ill.
Fazen, Maryellen
Racine, Wisc.
Feindel, David A.
Dayton, Ohio
Feliciano, David M.
Buffalo, N.Y.
Feuerstein, Daniel M.
Brookline, Mass.
Fields, James
Memphis, Tenn.
Fine, Susan E.
Newton, Mass.
Finestone, Douglas H.
Clifton Forge, Va.
Fisher, Claudia
Hatboro, Pa.
Fishkin, Laurence
Metuchen, N.J.
Fisch, Amy
New Rochelle, N.Y.
Fleeman, Julia
Miami Beach, Fla.
Fox, Sarah J.
Millburn, N.J.
Frable, Pam
Aurora, Ind.
Fradkin, Bennett C.
Great Neck, N.Y.
Fraley, Roger D.
Richmond, Va.
Frame, Ann E.
Franklin, Pa.
Franchot, Jenny
New York, N.Y.

Frazier, Thomas
Newark, N.J.
Frazier, Thurston E.
Charlotte, N.C.
Fredrickson, Karen M.
Bigfork, Minn.
Frenkel, Ronald B.
Fairfield, Conn.
Fried, Peter R.
Lake Ronkonkoma, N.Y.
Friedman, Ellen L.
New York, N.Y.
Friedman, Paul A.
Madison, Wisc.
Friend, Sheara F.
Great Neck, N.Y.
Frye, Joseph
Chicago, Ill.
Funger, Lydia J.
Chevy Chase, Md.
Furgal, Melanie J.
Watertown, N.Y.

Galembo, David
Freeport, N.Y.
Galembo, Debbie A.
Freeport, N.Y.
Gallant, Susan E.
Gainesville, Fla.
Gamberg, Elizabeth D.
Abington, Pa.
Gardella, Christopher S.
Weston, Mass.
Garner, Diane
Washington, D.C.
Garrett, Laura J.
Dallas, Tex.
Geiger, Susan F.
Jackson, Miss.
Geller, Marc S.
Roslyn Heights, N.Y.
Gendler, Janet R.
Omaha, Neb.
Gerber, Sarah A.
Freeport, Me.
Gilbert, Sarah H.
Barrington, Ill.

"Most rewarding experience is meeting the other kids from all over"

"I was disappointed to find the students so separated from the community"

"I don't like to wear shoes anywhere"

"No reason for no smoking rule"
"Commons food – ugh!"
"Some of the rules are ridiculous"

Gill, Robyn W.
Glencoe, Ill.
Gilliland, Nancy J.
Arkansas City, Kans.
Gitlin, Barbara S.
North Dartmouth, Mass.
Gluckman, Norman
Hampton Bays, N.Y.
Goldberg, Jonathan S.
Miami Beach, Fla.
Golden, Robert N.
South River, N.J.
Golden, Stephen L.
San Antonio, Tex.
Goldfarb, Nancy J.
Washington, Pa.
Goldman, Lyle S.
Lowell, Mass.
Goldstein, Steven A.
Reading, Pa.
Gonzalez, Alejandro
Monterrey, Mexico
Goodman, Andrew A.
New York, N.Y.
Goodman, Steven N.
Brightwaters, N.Y.
Goodstein, Janet D.
Bayside, N.Y.
Gordon, Andrew D.
Bayamon, Puerto Rico
Goudvis, Patricia J.
Vermilion, Ohio
Gould, Carol E.
Springfield, N.J.
Gould, Kenneth B.
West Newton, Mass.
Gould, Laurence D.
West Newton, Mass.
Grassi, Clement
Melrose, Mass.
Grayson, Laurie B.
Scarsdale, N.Y.
Green, Robert C.
Winchester, Va.
Greenbaum, Laurie
Waban, Mass.
Greenberg, Diane
New Rochelle, N.Y.
Greenberg, Richard E.
Beverly Hills, Calif.
Greene, Amy S.
Short Hills, N.J.
Greene, Patricia L.
Short Hills, N.J.

"Here a person can let down his defenses and talk with others—both teachers and students"

Greene, Thomas M.
Maplewood, N.J.
Greenough, Peggy R.
Beverly, Mass.
Greve, Cynthia S.
Houston, Texas
Grodman, Joseph E.
Freeport, N.Y.
Gruver, Patrice A.
Bellevue, Wash.
Gutierrez, Nilsa S.
Bronx, N.Y.

Halpern, Sue M.
Norwalk, Conn.
Hamilton, Benjamin N.
Lake Charles, La.
Hansford, Nancy L.
Lawrence, Mass.
Hanson, Lee
Short Hills, N.J.
Harmatz, Miriam E.
Oak Ridge, Tenn.
Harrell, Cynthia L.
Newport News, Va.
Harris, Theresa W.
Baton Rouge, La.
Harrison, Amy
Ardsley, N.Y.
Hartwig, Cynthia C.
Missoula, Mont.
Haslam, Pamela J.
Chelmsford, Mass.
Hawes, Helen L.
Westminster, Mass.
Hefler, Stephen P.
Milton, Mass.
Heller, Karen A.
New Orleans, La.
Henderson, Irvin M.
Henderson, N.C.
Hermanowski, Charles A.
Sands Point, N.Y.
Hernandez, Bonifacio
San Antonio, Texas

"For the first time I was exposed to real work"

Herscovitz, Marcy H.
Bayonne, N.J.
Hewitt, Mark A.
Bellevue, Wash.
Heyison, Joseph A.
Oil City, Pa.
Hill, Walter H., Jr.
Augusta, Ga.
Hirsch, Barbara J.
Great Neck, N.Y.
Hoffman, Paul M.
Brooklyn, N.Y.
Hoitsma, Ellen L.
Andover, Mass.
Holtman, Joan M.
Reading, Pa.
Hope, Alison
Alexandria, Va.
Hopson, Lois A.
E. Hampton, N.Y.
Horan, Maureen S.
Brooklyn, N.Y.
Horn, Jonathan
Freeport, N.Y.
Horne, Fredrick C.
Boston, Ga.
Houston, Janet L.
New Wilmington, Pa.
Houston, Paulette L.
Dorchester, Mass.
Hoy, Caroline P.
Lewiston, Me.
Hyatt, Martin A.
Methuen, Mass.
Hyatt, Thomas R.
Lawrence, Mass.
Hymel, Debra A.
Thibodaux, La.

Ikehara, Rebecca S.
Waimea, Hawaii
Ingenhousz, Emilie M.
Montreux, Switzerland

"Study Hours should be left to the individual—I don't like to study between 8 and 10"

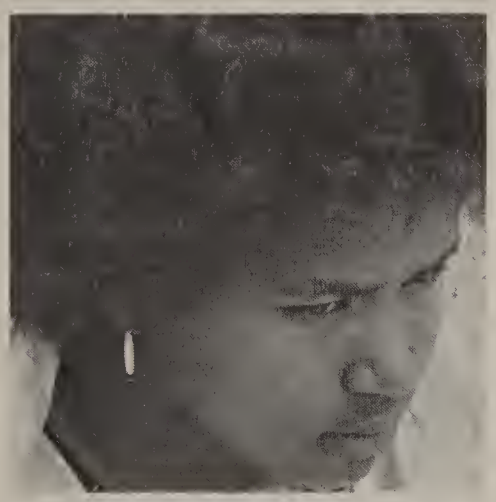
Inman, Scott A.
Andover, Mass.
Israel, Nancy D.
Newton, Mass.
Issenberg, Robert P.
Andover, Mass.

Jackson, Randy
Memphis, Tenn.
Jacoby, Robert M.
Fairlawn, N.J.
Jaeckle, Franklin A.
Defiance, Ohio
Jaffe, Anne M.
Providence, R.I.
Jaffess, Barbara L.
Little Neck, N.Y.
James, Tyrone
Newark, N.J.
Janett, Robert S.
Verona, N.J.
Johnson, Arnold E.
Pittsburgh, Pa.
Johnson, Neilson L.
Shreveport, La.
Jones, Martha B.
Utica, N.Y.
Jones, Samuel
Shelby, Miss.
Jordan, Frank L.
Americus, Ga.

"Commons Duty was terrible"

Kadota, Lucille T.
Kauai, Hawaii
Kalb, Anne R.
Garden City, N.Y.
Kale, Keith A.
Truro, Iowa
Kalikow, Karen M.
West Hempstead, N.Y.
Kann, Robert L.
North Caldwell, N.J.
Karlen, Judith N.
Maplewood, N.J.
Katzka, Paul R.
Roslyn, N.Y.
Kaufman, Harvey W.
Newton, Mass.
Kearney, Julius D.
Gould, Ark.
Kelley, Ann E.
Milton, Mass.
Kennedy, George D.
Irvington, N.Y.
King, Andrea R.
Roslyn, N.Y.
Kirman, Elyse
Roslyn, N.Y.
Kittner, Benjamin R.
Weldon, N.C.
Kleer, Janet A.
Pittsburgh, Pa.
Klevan, Lawrence W.
Massapequa Park, N.Y.
Kliegman, Michael J.
Roslyn, N.Y.
Kline, Claire E.
San Antonio, Texas
Klineman, Robert D.
New York, N.Y.
Kneisel, Pamela J.
Hartford, Conn.
Knoll, Cindy R.
Roslyn, N.Y.
Koh, Harold H.
New Haven, Conn.

Kordalewski, John A.
Fayetteville, N.Y.
Kornman, Sheree L.
New Orleans, La.
Korones, David N.
Memphis, Tenn.
Koster, Lori R.
Port Chester, N.Y.
Kozloff, Rae A.
Friday Harbor, Wash.
Krakauer, Steven B.
Roslyn Heights, N.Y.
Kramer, Michael J.
Boonville, N.Y.
Krantzow, Lee D.
Brooklyn, N.Y.
Kreslins, Mara A.
Bronx, N.Y.
Krisel, Michelle
Los Angeles, Calif.
Kruvant, Roger J.
South Orange, N.J.
Kuchin, Ken S.
Highland Park, N.J.
Kunze, Camille
Norwich, Conn.
Kupfer, Robin O.
North Merrick, N.Y.
Kurfirst, Jill A.
Rockville Centre, N.Y.
Kvam, Kristen E.
Litchfield, Minn.



Lamont, Frederick M.
Aberdeen, S.D.
Landrum, Amy E.
Shreveport, La.
Lane, John A.
Charleston, W. Va.
Lawphongpanich, Siriphong
Bangkok, Thailand

Leavy, Jeffrey A.
East Rockaway, N.Y.
Lee, Bessie M.
Memphis, Tenn.
Lee, Francis C.
Lexington, Mass.
Lee, Gary L.
Tulsa, Okla.
Lerer, Jill D.
Lowell, Mass.
Lerer, Near M.
Chelmsford, Mass.
Lerner, Amy J.
Metuchen, N.J.
Lerner, Jill N.
Metuchen, N.J.
Leung, Hon Y.
Brooklyn, N.Y.
Levene, Stuart
Binghamton, N.Y.
Levin, Peter D.
Lawrence, Mass.
Levin, Robert N.
Providence, R.I.
Levine, Martin S.
Bayonne, N.J.
Lewis, William M., Jr.
Richmond, Va.
Lichtman, Kenneth E.
Brooklyn, N.Y.
Linsenberg, Judith A.
Rydal, Pa.
Linton, Patricia V.
Pt. Lookout, N.Y.
Lipson, Sally E.
Waban, Mass.
Litt, Amy J.
Tarrytown, N.Y.
Littman, Jonas P.
West Orange, N.J.
Liu, Irwin K.
Roslyn, N.Y.
Loevy, Diana B.
Morristown, N.J.
Lohnes, Peter M.
Los Altos, Calif.
Loo, Joseph
New York, N.Y.
Loring, Marsha E.
Miami Beach, Fla.
Lurie, Nicole
Bloomfield, Conn.
Lux, David E.
Andover, Mass.

McCallum, Cynthia A.
Cold Spring, N.Y.
McClenahan, Dorian G.
Upper Montclair, N.J.
McCormick, William N., Jr.
St. Pauls, N.C.
McGarry, Susan L.
Newton, Mass.
McKeever, Susan M.
Pittsburgh, Pa.
McLean, Jane A.
Little Rock, Ark.
McNitt, Robert W.
Greenwich, Conn.

"Sometime it will give me pleasure to remember these things" – Virgil

"Heat, Humidity, and Mosquitos"

"Going home – I am sorry/sometimes it hurts so badly/I must cry out loud"

"The right to fail should be permitted and accepted!"

Mahlouji, Zohreh
Scarsdale, N.Y.
Malo, John F.
Denver, Col.
Mandel, Hilary J.
Scarsdale, N.Y.
Mannon, Michael J.
San Francisco, Calif.
Marcus, Ann-Ellen
Great Neck, N.Y.
Marini, Maria
Athens, Greece
Marshall, David L.
Granville, Ohio
Martin, Glenn A.
Bayside, N.Y.
Martin, Raphaelle E.
Miami, Fla.
Mayer, Rulon R.
Riverdale, N.Y.
Mead, Merrill F.
E. Hartford, Conn.
Meesook, Palachai
Bangkok, Thailand
Mella, Juan F.
Guaynabo, Puerto Rico
Mendel, Nancy K.
Montreal, Quebec, Canada
Mendeloff, Katherine
Baltimore, Md.
Merriam, Ann E.
Andover, Mass.
Merrill, Patricia J.
Georgetown, Mass.
Mesberg, Karen
Scarsdale, N.Y.
Meyer, James S.
Miami, Fla.
Mezoff, Adam G.
Fairfield, Conn.
Miller, Donna C.
Sierra Madre, Calif.
Miller, Reneé
Los Angeles, Calif.

Millinger, Donald M.
Roslyn, N.Y.
Mishkin, Jonathan I.
Brooklyn, N.Y.
Modlin, Nancy C.
Valley Stream, N.Y.
Moldaw, Susan J.
Atherton, Calif.
Monheim, Charles W.
Pittsburgh, Pa.
Morgan, Ortha J.
Shreveport, La.
Morley, Christopher R.
Beverly Hills, Calif.
Morris, David C.
Chase City, Va.
Morris, Vivien M.
Snow Hill, N.C.
Morse, Amy B.
Columbus, Ohio
Morse, Rosemarie
Fort Valley, Ga.
Myers, Eleanor Y.
Chevy Chase, Md.

Nass, Linda R.
Harrison, N.Y.
Nathanson, Barbara J.
Verona, N.J.
Nelson, Tyrone G.
Newark, N.J.
Neville, Timothy D.
Salt Lake City, Utah
Newell, Lisa M.
Bayside, N.Y.
Newman, Russell A.
Washington, D.C.
Nies, Nancy S.
Lynnfield, Mass.
Norris, Jon S.
Topsfield, Mass.
Nuss, Laura J.
Lodi, Calif.

Oakes, David T.
Pittsfield, Mass.
Oakley, Valerie C.
Union Bridge, Md.
Obst, James H.
West Palm Beach, Fla.
Obuchowski, Michael
Bellows Falls, Vt.
Odim, Jonah N.
Greensboro, N.C.
Ojeda, Arthur V.
Brawley, Calif.
Olives, Marcia L.
Santa Rosa, N. Mex.
Orgel, Paul J.
Westport, Conn.
Orleans, Jonathan B.
Alexandria, Va.
Oshin, Robyn D.
Brooklyn, N.Y.
Ottie, Jeffrey N.
Blairsville, Pa.
Owen, Abigail
Andover, Mass.
Owen, Caitlin
Andover, Mass.
Owsley, Henry F., III
Metairie, La.
Oxfeld, Ellen D.
S. Orange, N.J.

Packard, Pamela J.
Enfield, N.H.
Parker, Stuart C.
Shrewsbury, Mass.
Pascucci, Vicky J.
Andover, Mass.
Paterson, Ellen H.
Columbia, Mo.
Patton, Roger J.
Columbus, Ohio
Pendergast, Joyce T.
Dracut, Mass.
Pennar, Karen
New York, N.Y.
Persichetti, Raymond G.
Methuen, Mass.
Persichetti, Stephen M.
Methuen, Mass.
Pett, Barrett S.
Gloucester, Mass.
Petter, Andrew J.
Nelson, B.C., Canada
Phelps, Patricia B.
Prides Crossing, Mass.
Pizzi, Peter J.
Summit, N.J.
Plapinger, Elizabeth S.
Washington, D.C.
Platt, Louise E.
Manhasset, N.Y.
Plummer, Joyce M.
Baton Rouge, La.
Podet, Ethan J.
Waco, Texas
Potts, George G., Jr.
Dallas, Texas
Prentice, Gary R.
Andover, Mass.
Pritchett, Joanne M.
Boston, Mass.

"I enjoyed the taking of an interesting course with no grades or tests"

"You're gonna wake up laughing, just to keep from crying when you have to go home."

"Not enough free time"

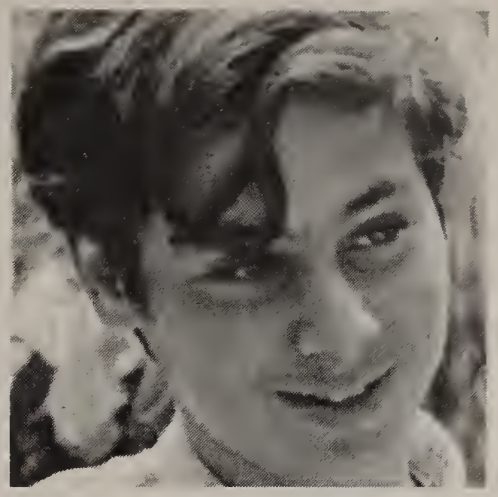
"Being responsible for my actions aided me in finding out about myself"

Rabkin, Erica B.
Freeport, N.Y.
Radish, Joann
Douglaston, N.Y.
Radner, James M.
Belmont, Mass.
Rafferty, Pierce
West Hartford, Conn.
Ramirez de Arellano, Sergio A.
Santurce, Puerto Rico
Ramsay, Rodney
Newark, N.J.
Rand, Jennifer M.
Miami Beach, Fla.
Randall, Pearline L.
Los Angeles, Calif.
Rasenas, Leonida L.
Boston, Mass.
Ray, Veronica J.
Durham, N.C.
Reel, Jonathan R.
Alexandria, Va.
Reppucci, Louisa
Lowell, Mass.
Reyes, Rafael A.
Bogota, Colombia, S.A.
Reynolds, Daniel F.
Andover, Mass.
Richardson, Sheila A.
New York, N.Y.
Richardson, Sue E.
Florissant, Mo.
Rimsky, Lee C.
Sands Point, N.Y.
Ring, Marian J.
Maplewood, N.J.
Ringel, Jane S.
Syosset, N.Y.
Riordan, Nancy H.
New York, N.Y.
Rips, Michael D.
Omaha, Neb.
Roache, Kevin T.
Somerville, Mass.

"I think I learned more in the six weeks than I do in a year at home"

Robbins, Barry P.
Philadelphia, Pa.
Robinson, Sammie
Washington, D.C.
Robinson, William E.
New York, N.Y.
Roddy, Ellen
Waco, Texas
Rodier, Jacqueline
Oceanside, N.Y.
Rogers, Paul C.
Vicksburg, Miss.
Rogers, Pier C.
Gary, Ind.
Rose, Carol L.
Miami Beach, Fla.
Rosen, Jonathan M.
Fair Lawn, N.J.
Rosenstein, Barbara H.
Eastchester, N.Y.
Rosenwald, Lucinda
Rye, N.Y.
Rosenwasser, Laurie A.
Great Neck, N.Y.
Roston, Margaret A.
Hewlett, N.Y.
Rothkopf, Nolan L.
New Rochelle, N.Y.
Royster, Bennie A.
Shelby, Miss.
Rubesin, Roslyn W.
Palo Alto, Calif.
Rubin, Jill B.
Westbury, N.Y.
Ruchman, Richard B.
Roslyn Heights, N.Y.
Rucker, Judston G.
Cleveland, Ohio
Runyon, Jean E.
Hudson, N.Y.
Russem, Andrew A.
Andover, Mass.

"Beautiful campus"
"One of the most important things to me was the friendships I formed"



Sachs, John L.
Chevy Chase, Md.
Sachs, Peter N.
Rochester, N.Y.
Sack, Robert G.
Chestnut Hill, Mass.
Sackler, Michael J.
Bergenfield, N.J.
Sacks, David
Fair Lawn, N.J.
Sacks, Eric L.
New Haven, Conn.
Sanders, Melissa L.
Holly Springs, N.C.
Scagnelli, Jim
Upper Montclair, N.J.
Scagnelli, John H.
Upper Montclair, N.J.
Schaff, Charles B.
Youngstown, Ohio
Scheaffer, Gina P.
Miami Beach, Fla.
Schiller, Robert M.
Port Chester, N.Y.
Schneck, Matthew A.
Croton-on-Hudson, N.Y.
Schnell, Nancy L.
Short Hills, N.J.
Schoen, Claire C.
Bronxville, N.Y.
Schuster, Michael W.
Massapequa, N.Y.
Schwartz, Donna
Westport, Conn.
Schwartz, Linda G.
Freeport, N.Y.
Schwarz, Sylvia
New Rochelle, N.Y.
Selig, Sherry R.
Kew Gardens, N.Y.
Serrano, Raul M.
A. de Mendoza 125, Mexico
Shaffer, John O.
Castro Valley, Calif.
Shantz, Janet K.
Bethel, Alaska

"The Encounter Program was fantastic"

Shapiro, Edward D.
West Newton, Mass.
Shapiro, Melisse
New York, N.Y.
Shapiro, Robert G.
West Newton, Mass.
Shaw, Deborah
Middletown, Conn.
Sherman, Kay R.
Roslyn, N.Y.
Sherry, Vivien G.
New York, N.Y.
Shively, Richard D.
Hawthorne, Calif.
Shubart, Helen S.
Alexandria, Va.
Shulman, Gordon L.
Mountainside, N.J.
Shulman, Lee C.
Newton, Mass.
Silberman, Bruno
Paris, France
Silin, Diane N.
Waban, Mass.
Silverstein, Robin T.
New Bedford, Mass.
Simon, Carol
South Orange, N.J.
Simon, Victor J.
Baton Rouge, La.
Singer, Alan R.
Woodmere, N.Y.
Singer, Elizabeth M.
New York, N.Y.
Skolnik, Sonia F.
Valley Stream, N.Y.
Slatkin, Carol A.
Brooklyn, N.Y.
Smith, Phyllis L.
Los Angeles, Calif.
Smith, Robert C.
Waycross, Ga.
Solomon, Diane
Washington, D.C.
Spector, Jane E.
Huntingdon Valley, Pa.
Spector, Jocelyn M.
San Antonio, Texas
Spencer, Thomas P.
Charleston, W.V.
Spencer, Vernice E.
Durham, N.C.

"My major course—most worthwhile part of my summer"

Stark, Harry R.
Jacksonville, Fla.
Stayman, Cyd L.
Dayton, Ohio
Stebinger, Peter A.
Bronxville, N.Y.
Stevens, Geoffrey
Andover, Mass.
Stollmack, Amy B.
Great Neck, N.Y.
Stone, Daniel B.
Beverly Hills, Calif.
Strang, Meredith N.
Camden, Me.
Sturz, Lisa A.
Bayonne, N.J.
Suk, Young H.
Brookline, Mass.
Sullivan, Brian
Windsor, Conn.
Suskin, David A.
Hewlett Harbor, N.Y.
Swezey, John C.
Sayville, N.Y.
Swope, Samuel McC.
Gettysburg, Pa.

Talmers, Lydia
New York, N.Y.
Teltscher, Deborah J.
New York, N.Y.
Thaler, Roderick P.
Chestnut Hill, Mass.
Thomas, Roger P.
Columbus, Ohio
Thompson, Paul A.
Scarsdale, N.Y.

Tichnor, Kenneth M.
Brookline, Mass.
Topping, John T.
Cincinnati, Ohio
Torres, Evelyn
Los Angeles, Calif.
Trager, Sharma J.
Bangor, Me.
Treiman, Rebecca A.
Princeton, N.J.
Treshinsky, Gerald
Merrimac, Mass.
Troyansky, David
Brooklyn, N.Y.
Tse, Robert C. Y.
West Lafayette, Ind.
Turner, Sarah S.
Longmeadow, Mass.

Untermeyer, Susan J.
West Orange, N.J.
Van Hoogstraten, David J.
Bronxville, N.Y.
Vayda, Joseph M.
Orange, Conn.

Walters, Sharon M.
Valley Stream, N.Y.
Wamhoff, Mary Ann
Florissant, Mo.
Warren, Patricia A.
Fayetteville, N.C.
Waterman, Frederick W., IV
Wianno, Mass.
Wei, Anna C.
Watchung, N.J.
Weil, Deborah E.
Brooklyn, N.Y.
Weiner, Harold S.
Norwood, Mass.
Weinstock, Robert B.
Oberlin, Ohio
Weisberg, Joel R.
New York, N.Y.
Weiser, Gary A.
Flushing, N.Y.
Weiser, Jane C.
Jamaica Estates, N.Y.
Weiss, Jonathan D.
Rockville Centre, N.Y.
Wellins, Nancy
Cranston, R.I.
White, Helene N.
Great Neck, N.Y.
White, Julie A.
Granada Hills, Calif.
Whitter, Stephen C.
Teaneck, N.J.
Wiener, Pamela J.
Roslyn, N.Y.
Williams, Charles C.
Detroit, Mich.
Williford, John
Lillington, N.C.
Winsper, William
New Bedford, Mass.
Witt, Elise M.
Knightdale, N.C.
Wolfe, Andrew J.
Waban, Mass.
Wolozin, Nancy
Brockton, Mass.
Woods, Thelma B.
Clarksdale, Miss.
Workman, Galen B.
Hawthorne, Calif.

Youst, Jeremy J.
Verona, N.J.
Zachary, Andrew L.
West Newton, Mass.
Zachary, John W.
Norfolk, Va.
Zashin, Jamie E.
Short Hills, N.J.
Zelermyer, Harriet G.
Salem, Mass.
Zoll, Amy M.
Waban, Mass.
Zoref, Carol P.
Roslyn, N.Y.
Zorthian, Gregory J.
New York, N.Y.

"For the first time I felt a certain freedom in learning"

"I found it a real learning experience"
"My major course made my summer great"

"Meeting kids from all over the world"
"Getting into the course and learning simply because I want to"

"Most of all I liked the people"

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Andover, Mass.

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The Andover Summer Session
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MR. JERRY FOSTER, Director
The Andover Summer Session
Phillips Academy
Andover, Massachusetts
01810

☐ SEND APPLICATION FOR ADMISSION

☐ SEND SCHOLARSHIP APPLICATION AND INFORMATION

Name Miss / Mr. / Mrs. ..... Last First

Address .....

..... Zip .....

Grade ..... (If a student) Position ..... (If a teacher or administrator)

71

☐ SEND APPLICATION FOR ADMISSION

☐ SEND SCHOLARSHIP APPLICATION AND INFORMATION

Name Miss / Mr. / Mrs. ..... Last First

Address .....

..... Zip .....

Grade ..... (If a student) Position ..... (If a teacher or administrator)

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Don Snyder
Printer: Queen City Printers Inc.
Burlington, Vermont

The 1971 Andover Summer Session

Major Courses

Interdisciplinary	Generation Gap: Read and Rap, The Morality of War in the Judaean-Christian Tradition, Anthropology and Archaerology, Logos: Form and Meaning in Human Expression, Education in America, 20th Century American Culture, African Studies
Art	Studio Art, Intense Sculpture Workshop
Drama	Play Production
Film	The Art of the Film, Film Criticism
English	Fate, Faith, and Fortune, Black Literature, Developmental Reading, Writing and Speaking, 20th Century Literature, Backgrounds for Modern Literature, Satire, Contemporary Literature, Creative Writing Workshop, The Composing Process, Critical Approaches to Literature
History and Political Affairs	Great Men and Issues, Civil Liberties in America: Origins and Prospects, Black Man in White America, Mid-Century USA, The Emergence of Communist China
Languages, Classical and Modern	French, German, Greek or Latin, From Latin to Italian, Russian, Spanish
Mathematics	Advanced Mathematics for the Truly Intrigued, Curves and Motion, Mathematics of Decision Making, Advanced Topics in Mathematics, Computer Programming, Elementary Functions, Vectors, Vector Geometry and Matrices
Music	Jazz Workshop
Philosophy, Religion, Ethics	Philosophy, Search for a Meaningful Ethic
Psychology	Interpersonal Behavior, Social Psychology, Freud's Theory of the Mind
Science	Physics, Advanced Chemistry, Ecology, Advanced Biology, Geochemistry, Animal Behavior

Minor Courses

Independent Study	Any field, by application
Art	Studio Art
History	Colonial Massachusetts: Blueprint for America?, Black History
Foreign Languages	Individual Language Study, French, German, Russian, Spanish
Literature	Modern Fiction, Contemporary Literature, Black Literature, Hobbits, Orcs and All Those Things, Greek and Roman Mythology
Mathematics	Selected Topics, Sequences and Limits, Mathematical Logic
Music	Baroque Ensemble, Voice
Science	Introduction to Chemistry, Introduction to Zoology
Other	Typing, Analysis of Words, Social Psychology, Celestial Navigation